

COMMONWEALTH of VIRGINIA

Board of Education Agenda



Date of Meeting: April 20-21, 2005 **Time:** As Shown

Location: Virginia Crossings Conference Center
1000 Virginia Center Parkway, Richmond, Virginia

WEDNESDAY, APRIL 20, 2005
9:00 AM

BOARD OF EDUCATION BUSINESS MEETING

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the March 23, 2005, Meeting of the Board

Public Comment

Action/Discussion Items

- A. Report and Recommendations from the Board of Education's 2004-2005 Student Advisory Committee
- B. First Review of Approval of Local Division Remedial Plans
- C. Final Review of Proposed Criteria for Virginia Board of Education Review of Private Educational Management Companies
- D. First Review of Procedures for Board of Education Review of Private Educational Management Companies
- E. Final Review of Alignment of Board of Education "Highly Qualified" Policies to Requirements for Special Education Teachers Under the *Individuals with Disabilities Education Improvement Act of 2004*
- F. First Review of a Request for Increased Graduation Requirements from a Local School Board

Reports and Informational Briefings

- G. Informational Briefing by Kia Brown on “SchoolMatters,” a Web-Based National Education Data Service
- H. Statewide Career and Technical Education Performance Report Summary for the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education
- I. Update on the Virginia Schools for the Deaf and Blind at Hampton and Staunton
- J. Report on Status of Proposed Waivers/Amendments to Virginia’s Consolidated State Application Accountability Plan Required in the *No Child Left Behind Act of 2001*

Discussion of Current Issues- by Board of Education Members and Superintendent of Public Instruction

Executive Session

Discussion of Topics and Issues Related to Board of Education Regulations

- K. Standards of Accreditation: Mrs. Anne Wescott
 - Informational Briefing on Current Provisions
 - Discussion of Related Topics and Issues
- L. Teacher Licensure Regulations: Dr. Thomas Elliott
 - Informational Briefing on Current Provisions
 - Discussion of Related Topics and Issues
- M. Approved Program Regulations: Dr. Elliott
 - Informational Briefing on Current Provisions
 - Discussion of Related Topics and Issues

Business Meeting Adjourns

**WORK SESSION ON REVISING AND UPDATING
THE COMPREHENSIVE PLAN
(See next page for Work Session agenda)**

NOTE: The work session may begin on Wednesday, April 20, and will convene at 9:00 AM on Thursday, April 21.

WORK SESSION ON REVISING AND UPDATING THE COMPREHENSIVE PLAN

AGENDA

Opening Comments by Mr. Jackson

Review and Update: Board of Education's Comprehensive Plan

- N. Board of Education's Six-Year Plan: 2003-2008: Accomplishments to Date
- O. Updating the Plan: Discussion Facilitated by Ms. Brenda Welburn, Executive Director, National Association of State Boards of Education
 - Lessons Learned: What We Know Now That We Didn't Know Then
 - Updating and Refining the Plan
- P. Discussion of Topical Assignments for Study by the Board of Education's Advisory Committees: Ms. Wescott

Work Session Adjourns

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Virginia Crossings Resort on Tuesday, April 19, and Wednesday, April 20, 2005. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Board of Education Agenda Item

Item: _____ A. _____

Date: April 20-21, 2005

Topic: Report and Recommendations from the Board of Education's 2004-2005 Student Advisory Committee

Presenter: Mrs. Isis Castro and Mrs. Eleanor Saslaw, Members of the Board of Education and Sponsors of the Student Advisory Committee

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

_____ State or federal law or regulation

_____ Board of Education regulation

X Other: Board of Education by-laws

_____ Action requested at this meeting X Action requested at future meeting: to be determined

Previous Review/Action:

_____ No previous board review/action

X Previous review/action

date: February 25, 2005

action: Board of Education received preliminary report of the Student Advisory Committee

Background Information: Members of the 2004-2005 Student Advisory Committee were selected from more than 100 nominations received in October 2004 from the public middle and high schools across the state. Each school was eligible to nominate one student for consideration. The nominees then had to complete an application packet that included letters of recommendation and essays. Representatives of the Board of Education reviewed all applications and selected the 12 students to be named to the committee. The new members were notified in November 2004.

The membership of the Student Advisory Committee is set forth in Article X of the Board of Education's bylaws. Of the 12 members of the Student Advisory Committee, eight high school students were selected to represent the Department of Education's eight Superintendents' Study Group regions, and four middle school students were selected at-large (see attached membership list).

Summary of Major Elements: The 2004-2005 Student Advisory Committee met on December 15, 2004, to begin its work of studying and formulating recommendations on topics of concern and interest to the students in the public schools in Virginia. The committee members identified three priority topics for study and divided the membership into three study groups, as follows:

- Group 1: Testing and Safety/Discipline;
- Group 2: Education Success Across the State and Curriculum Diversity with a Focus in the Arts; and
- Group 3: Student Psychological Health/Violence and Need-Based Funding.

Following the first meeting, the members researched their topics and reported their findings at the second meeting, which was held on February 22, 2005. A preliminary report on the topics was given to the Board of Education on February 23, 2005.

The 2004-2005 Student Advisory Committee's last meeting is scheduled for April 19-20, 2005. At this meeting, the Student Advisory Committee will formulate its specific recommendations regarding each of the three topics and report its findings and recommendations to the Board of Education.

Superintendent's Recommendation: N/A

Impact on Resources: N/A

Timetable for Further Review/Action: The timetable for further review of the students' recommendations is to be determined by the Board of Education.

Members of the 2004-2005 Student Advisory Committee

Ashley Beaudin
James Wood High School
Frederick County

Patricia Castillo
Denbigh High School
Newport News City

Liz Chassey
Prince Edward Middle School
Prince Edward County

Jonté Craighead
The Gereau Center
Franklin County

Ginny Fuller
Monacan High School
Chesterfield County

Richard Ingebresten
Battlefield Middle School
Spotsylvania County

Lori Lippman
Albert Hill Middle School
Richmond City

Katie Logan
Luray High School
Page County

Katelyn Mendoza
Monticello High School
Albemarle County

Molly Rubin
Kempsville High School
Virginia Beach City

Jessica Schatz
Courtland High School
Spotsylvania County

Thomas Webb
Graham High School
Tazewell County

Board of Education Agenda Item

Item: B.

Date: April 20-21, 2005

Topic: First Review of Approval of Local School Division Remedial Plans

Presenter: Mrs. Kathleen M. Smith, Associate Director for School Improvement

Telephone Number: (804) 786-5819 E-Mail Address: kathleen.smith@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☐ State or federal law or regulation

☒ Board of Education regulation

☐ Other: _____

☐ Action requested at this meeting ☒ Action requested at future meeting: Final Review May 25, 2005

Previous Review/Action:

☐ No previous board review/action

☐ Previous review/action

date _____

action _____

Background Information:

As required by 8 VAC 20-630-20, school divisions are required to develop a remediation plan designed to strengthen and improve the academic achievement of eligible students.

Language contained in Item 146.B.13, Chapter 4, 2004 Acts of Assembly, Special Session I states that school divisions may choose to use state payments provided for the Standards of Quality remediation and Standards of Learning remediation as a block grant for remediation purposes, without restrictions or reporting requirements, other than reporting necessary as a basis for determining funding for the program. For the 2004-2005 fiscal year, school divisions choosing to use Standards of Quality remediation funds and Standards of Learning remediation funds (derived solely from monies carried forward from the 2003-2004 fiscal year) as block grants are not subject to restrictions or reporting requirements. Consequently, data for the 2004-2005 fiscal year will not be reported for these two programs because all school divisions are participating in the block grant program.

Funds for summer remedial programs were excluded from this language. School divisions are required to submit a remedial plan for summer remedial programs for fiscal year 2005, including programs planned for intersessions for 2005-2006 for year-round schools. Local school divisions have submitted remedial plans for

fiscal year 2005-2006 to the department for approval by the Board of Education.

Summary of Major Elements

Department staff have reviewed remediation plans from 130 school divisions and determined that all of the plans meet the requirements of 8 VAC 20-630. Two divisions, Loudoun County and Frederick County, have indicated that they will not offer a state-funded remedial summer program. Following the 2006 Standards of Learning assessments, these divisions will report data to the department as specified in 8 VAC 20-630-50. A summary of the remedial plans from the 130 school divisions that reported as required is included as Attachment B.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the report on the approval of local school division remedial plans as required in 8 VAC 20-630-20.

Impact on Resources:

None

Timetable for Further Review/Action:

It is anticipated that this item will be presented for the Board of Education's final review and approval at the May 25, 2005 meeting.

Standards for State-Funded Remedial Programs

8 VAC 20-630

8 VAC 20-630-10 Definitions.

The following words and terms when used in this regulation, shall have the following meanings, unless the context clearly indicates otherwise:

“Eligible students” are those students who meet either (i) the criteria identifying students who are educationally at risk which has been established by the local school board, or (ii) the state criteria identifying students who are educationally at risk as specified in §22.1-253.13:1.

“Regular instructional day” means the length of the school day in which instruction is provided for all children, but excluding before and after school programs for state-funded remedial programs.

“Regular school year” means the period of time during which the local school division provides instruction to meet the Standards of Quality, exclusive of summer school, Saturday sessions, or intercession periods.

“State-funded remedial programs” include those programs defined in the local school division’s remediation plan which serve eligible students from state funding sources.

8 VAC 20-630-20 Remediation plan development and approval.

Each local school division shall develop a remediation plan designed to strengthen and improve the academic achievement of eligible students. Local school divisions shall submit these plans at a time to be determined by the Superintendent of Public Instruction for approval by the Board of Education. Following approval of the plan, each local school division shall submit a budget for the remediation plan that identifies the sources of state funds in the plan.

8 VAC 20-630-30 Individual student record.

Each local school division shall record, for each eligible student attending a state-funded remedial program: (i) the state or local criteria used to determine eligibility; (ii) the expected remediation goal for the student in terms of a target score on a locally designed or selected test which measures the SOL content being remediated; and (iii) whether the student did or did not meet the expected remediation goal.

8 VAC 20-630-40 Program evaluation.

Each local school division shall annually evaluate and modify, as appropriate, their remediation plan based on an analysis of the percentage of students meeting their remediation goals. The pass rate on the Standards of Learning assessments shall also be a measure of the effectiveness of the remedial program.

8 VAC 20-630-50 Reporting requirements.

Annually, each local school division shall collect and report to the Department of Education, on-line or on forms provided by the Department, the following data pertaining to eligible students:

1. The number of students failing a state sponsored test required by the Standards of Quality or Standards of Accreditation;
2. A demographic profile of students attending state-funded remedial programs;
3. The academic status of each student attending state-funded remedial programs;
4. The types of instruction offered;
5. The length of the program(s);
6. The cost of the program(s);
7. The number of ungraded and disabled students, and those with limited English proficiency;
8. As required, the pass rate on Standards of Learning assessments; and
9. The percentage of students at each grade level who have met their remediation goals.

8 VAC 20-630-60 Teacher qualifications and staffing ratios.

Each local school division implementing a state-funded remedial summer school program shall provide a minimum of 20 hours of instruction per subject, exclusive of field trips, assemblies, recreational activities, lunch or post-program testing time.

For state-funded remedial summer school programs in grades K-5 that offer an integrated curriculum, a minimum of 40 hours of instruction shall be required.

The pupil-teacher ratios for state-funded summer remedial programs shall not exceed 18:1.

Individuals who provide instruction in the state-funded remedial programs shall be licensed to teach in Virginia or work under the direct supervision of an individual who is licensed to teach in Virginia; be qualified to provide instruction in the area to be remediated; and be trained in remediation techniques.

8 VAC 20-630-70 Transportation formula.

Pursuant to the provisions of the state's Appropriation Act, funding for transportation services provided for students who are required to attend state-funded remedial programs outside the regular instructional day shall be based on a per pupil per day cost multiplied by the number of student days the program operates (i.e. the number of instructional days the state-funded remedial programs are offered multiplied by the number of students who attend the state-funded remedial programs). The per pupil per day cost shall be based on the latest prevailing cost data used to fund pupil transportation through the Standards of Quality.

For state-funded remedial programs that operate on days that are in addition to the regular school year, 100 percent of the per pupil per day cost shall be used in the formula. For state-funded remedial programs that begin before or end after the regular instructional day, 50 percent of the per pupil per day cost shall be used in the formula. The state share of the payment shall be based on the composite index.

Data as Submitted on the 2005 Summer Remedial Plan**A. Program Offering**

Type of Program to be Offered in Summer 2005	Percentage of 130 Localities* K-8 Reporting	Percentage of 130 Localities* Secondary Reporting
Remedial summer school*	97%	81%
Intersession program for year-round school	8%	3%
*Loudoun County and Frederick County will not offer a remedial summer program in 2005.		

B. Quality Indicators

Quality Indicator	Percentage of 130 of the Localities Reporting	Qualifier Indicated by School Division on the Remedial Plan
In-service and training will be provided for staff not trained in remediation techniques that will be assigned to the program. (In some localities, staff may be already trained.)	68%	1-4 hours of training will be provided.
	17%	5-9 hours of training will be provided.
	12%	10 or more hours of training will be provided.
Data regarding student content weaknesses will be used to design the remediation program (e.g., SOL assessments, diagnostic tests, classroom assessments.	82%	Content will be developed for a program that will meet the needs of the greatest number of students who may require remediation.
	67%	Content will be developed for the individual needs of each student.

Quality Indicator	Percentage of 130 of the Localities Reporting	Qualifier Indicated by School Division on the Remedial Plan
Communication between the remedial teacher and the classroom teacher regarding the students' needs and progress will be maintained.	53%	Regular classroom teachers will meet with remedial teachers to discuss individual student's needs.
	83%	A written record will be completed by the regular classroom teacher regarding each student and will be reviewed by the remediation teacher prior to the beginning of the remediation program.
	32%	The regular classroom teacher will determine the expected remediation goal(s) for students.
	41%	The remediation teacher will determine the expected remediation goal(s) for students.
	60%	The remediation teacher and the regular classroom teacher will collaboratively determine the expected remediation goal(s) for students.

Quality Indicator	Percentage of 130 of the Localities Reporting	Qualifier Indicated by School Division on the Remedial Plan
Communication between the remedial teacher and the classroom teacher regarding the students' needs and progress will be maintained. (Continued)	32%	Regular classroom teachers will meet with remedial teachers to discuss the individual student's progress in meeting expected remediation goal(s).
	78%	A written record regarding the individual student's progress in meeting remediation goals will be completed by the remediation teacher and will be reviewed by the regular classroom teacher.
When students have exceptionally low performance, they will be screened for reading deficits before being remediated in a content area.	58%	Remediation will continue in the content area(s) with adjustments made by the remediation teacher for the reading level.
	71%	Remediation will continue in the content area(s) with adjustments made by the remediation teacher. The student will be given additional support for reading instruction.
	22%	Remediation will not continue in the content area(s). As an alternative, the student will be given specific intensive support for reading instruction.

Quality Indicator	Percentage of 130 of the Localities Reporting	Qualifier Indicated by School Division on the Remedial Plan
For remedial summer school, more than the 40 minimum hours of instruction will be provided in a K-5 integrated program of two or more subjects.	44%	40-59 hours of instruction will be provided.
	28%	60-79 hours of instruction will be provided.
	13%	80-99 hours of instruction will be provided.
	5%	100+ hours of instruction will be provided.
For remedial summer school, K-12, more than the 20 minimum hours of instruction will be provided for each core subject.	33%	21-39 hours of instruction will be provided.
	27%	40-59 hours of instruction will be provided.
	26%	60-79 hours of instruction will be provided.
	10%	80-99 hours of instruction will be provided.
	4%	100+ hours of instruction will be provided.

Quality Indicator	Percentage of 130 of the Localities Reporting	Qualifier Indicated by School Division on the Remedial Plan
For remedial summer school, in K-5 programs, the required pupil-to-teacher ratio will be less than 18:1.	1%	1 remediation teacher to no more than 5 students.
	26%	1 remediation teacher to no more than 10 students
	32%	1 remediation teacher to no more than 12 students.
	41%	1 remediation teacher to no more than 17 students.
<p>For remedial summer school, in 6-12 programs, the required pupil-to-teacher ratio will be less than 18:1.*</p> <p>*Not all divisions reported that they will have a 6-12 program.</p>	0%	1 remediation teacher to no more than 5 students.
	19%	1 remediation teacher to no more than 10 students.
	26%	1 remediation teacher to no more than 14 students.
	51%	1 remediation teacher to no more than 17 students.

Quality Indicator	Percentage of 130 of the Localities Reporting	Qualifier Indicated by School Division on the Remedial Plan
K-8 The regulation requires the remediation goal for the student to include an expected target score on a locally-designed or selected test that measures the SOL content being remediated. Divisions reported that the type of assessment that will be used for this purpose is as follows: * <p> S = SOL test, including retake of the SOL in 2002-2003 LS = Locally-selected (i.e., Algebra Readiness Diagnostic Test, PALS, or commercial test) LD = Locally-developed test (e.g., common tests developed by division staff) to measure student performance on SOL A = Alternate assessment as indicated on the IEP </p> <p>*Divisions reported more than one kind of assessment will be used based on the type of program in which the student may be enrolled.</p>	77%	English/Writing S
	82%	LS
	60%	LD
	39%	A
	78%	Mathematics S
	76%	LS
	60%	LD
	38%	A
	54%	Social Studies S
	36%	LS
	41%	LD
	25%	A
	53%	Science S
	35%	LS
	43%	LD
	25%	A

Quality Indicator	Percentage of 130 of the Localities Reporting	Qualifier Indicated by School Division on the Remedial Plan
<p>Secondary</p> <p>The regulation requires the expected remediation goal for the student to include an expected target score on a locally-designed or selected test that measures the SOL content being remediated. Divisions reported the type of assessment that will be used for this purpose is as follows:*</p> <p>S = SOL test, including retake of the SOL in 2002-2003</p> <p>LS = Locally-selected (i.e., Algebra Readiness Diagnostic Test, PALS commercial test)</p> <p>LD = Locally-developed test (e.g., common tests developed by division staff) to measure student performance on SOL</p> <p>A = Alternate assessment as indicated on the IEP</p> <p>*Divisions reported more than one kind of assessment will be used based on the type of program in which the student may be enrolled.</p>	78%	English/Writing S
	35%	LS
	39%	LD
	32%	A
	76%	Mathematics S
	42%	LS
	38%	LD
	32%	A
	69%	Social Studies S
	22%	LS
	33%	LD
	27%	A
	68%	Science S
	23%	LS
	33%	LD
	27%	A

Quality Indicator	Percentage of 130 of the Localities Reporting	Qualifier Indicated by School Division on the Remedial Plan
Eligibility for the remedial summer program will be based on specific indicators.	85%	Indicator #1: The student failed all SOL tests in grades 3, 5, and 8
	98%	Indicator #2: Local criteria will be established to determine eligibility.
Parental involvement indicators will be provided.* *Divisions reported that they may use more than one parent involvement indicator based on having more than one type of program.	97%	Indicator #1: Parents will be provided with information regarding the criteria used to determine eligibility.
	79%	Indicator #2: Parents will be provided with information regarding the content of the remediation program prior to beginning the program.
	48%	Indicator #3: Parents will be provided with a copy of the individual student record, or information contained in the student record, prior to the beginning of the program.
	82%	Indicator #4: Parents will be notified of progress made in the remediation program at specific intervals throughout the summer.

C. Projected Budget Reported for 2005 Remedial Summer School

Total projected expenditures for the remedial summer program reported by school divisions in categories:	
Employee Salaries and Benefits	\$43,801,020
Transportation	\$5,582,080
Instructional Materials and Supplies	\$2,994,207
All Other Categories	\$2,137,257
Total Expenditures	\$54,514,564
Total projected revenues for the remedial summer program reported by school divisions:	
Non-state Revenue	\$31,198,067
State Revenue	\$23,316,497
Total Revenue	\$54,514,564

Board of Education Agenda Item

Item: C.

Date: April 20-21, 2005

Topic: Final Review of Proposed Criteria for Virginia Board of Education Review of Private Educational Management Companies

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034

E-Mail Address: Linda.Wallinger@doe.virginia.gov

Origin:

 Topic presented for information only (no board action required)

X Board review required by

 State or federal law or regulation

 Board of Education regulation

X Other: Requested by Board of Education Committee on Lowest Performing School Divisions

X Action requested at this meeting Action requested at future meeting: none

Previous Review/Action:

 No previous board review/action

X Previous review/action

date March 23, 2005

action First Review of Proposed Criteria for Virginia Department of Education Review of Private Educational Management Companies

Background Information:

At its March 23, 2005, meeting, the Board of Education received for first review a set of proposed criteria against which to evaluate private educational management companies. In response to feedback provided by the board, a criterion on effectiveness was added to ensure that the private educational management companies could provide evidence of their ability to turn around a school. An additional indicator has also been added to the section on finance and organization to address the ability of the private educational management company to build capacity so that once the company exits, the school and school division can sustain the administrative and instructional progress that has been made.

The Board of Education has demonstrated its commitment to assist schools and school divisions that have failed to make progress toward student achievement goals by reviewing and approving models and programs that have proven to be successful with low-achieving students. As some of Virginia's schools move into Year Three of School Improvement, which requires corrective action, the board desires to offer additional options to schools to comply with NCLB.

Section 1116(b)(7)(C)(iv) of the *No Child Left Behind Act of 2001* describes the corrective actions required for schools in Year Three of School Improvement: “. . . by the end of the second full school year after the identification [of a school for School Improvement], the local education agency shall—

- (i) continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, in accordance with paragraph (1)(E) and (F);
- (ii) continue to provide technical assistance consistent with paragraph (4) while instituting any corrective action under clause (iv);
- (iii) continue to make supplemental educational services available, in accordance with subsection (e), to children who remain in the school; and
- (iv) identify the school for corrective action and take at least one of the following corrective actions:
 - (I) Replace the school staff who are relevant to the failure to make adequate yearly progress.
 - (II) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.
 - (III) Significantly decrease management authority at the school level.
 - (IV) Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan under paragraph (3).
 - (V) Extend the school year or school day for the school.
 - (VI) Restructure the internal organizational structure of the school.

Rather than undertaking one of these actions on its own, a school division may prefer to contract with a third party to implement one or more of these corrective actions in a low-performing school. The proposed criteria would ensure a minimum level of assurance that a company is able to provide such services effectively. However, the companies would operate under a contract with the school division, and any performance measures and stated outcomes would be agreed on between the school division and the management company.

In addition to providing options for corrective action, a private educational management company may also allow a school division to provide additional alternatives for public school choice. For example, a management company may be able to offer the structure for a charter school, a school within a school, or other innovative ways to provide a choice of educational opportunities for students.

Summary of Major Elements:

Attached is a list of proposed criteria that the Board of Education will use to assist school divisions in identifying potential private educational management companies. The six categories are:

1. Financial and organizational capacity, including financial soundness, management structure, legal status, and transition plan;
2. Effectiveness, including positive impact on student achievement and evaluation by an independent party;
3. Instructional capacity, including academic accountability, links to research/best practice, and proven record of success;
4. Personnel capacity, including teaching and administrative personnel;
5. Professional development capacity, including professional development capacity for teaching and administrative staff; and
6. Communication capacity, including ways to maintain contact with parents, the community, the local school board and other stakeholders.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board accept for final review the proposed criteria for review of private educational management companies to provide services to Virginia schools.

Impact on Resources:

The impact of this activity can be absorbed within existing resources at the Department of Education at this time.

Timetable for Further Review/Action:

Upon approval the Department of Education will make the criteria available to school divisions interested in employing the services of a private educational management company as well as incorporate them into a proposed process to review such companies.

Virginia Board of Education
Proposed Criteria for Review of Private Educational Management Companies
April 20, 2005

Introduction

The Board of Education is committed to assisting school divisions that have failed to make progress toward established student achievement goals in establishing partnerships with private educational management companies. Listed below are the criteria that the board will consider when assisting school divisions that may want to partner with a private management company to improve student achievement and academic performance of the school.

Criteria

I. Financial and Organizational Capacity

a. Financial Soundness

The organization provides evidence that it is financially sound. The evidence may include: a description of how the organization currently receives funds (i.e., grants, fees-for-service, investments, etc.); audited financial statements; credit ratings from an independent rating agency; organizational budgets that account for revenues, expenses, cash flow activity; and/or proof of liability insurance.

b. Management Structure

The organization provides evidence that it has a sound management structure. The evidence may include: a business plan or profile; proof that adequate organizational resources are available to meet project needs; senior staff résumés; and/or a description of an established system of management.

c. Legal Status

The organization provides documentation required to conduct business in Virginia. The evidence may include: a copy of a business license; and/or formal documentation of legal status.

d. Transition Plan

The organization provides a plan to ensure that the local school division is restored as the management entity for essential leadership, administrative, and instructional functions. The evidence may include: a plan that demonstrates how the organization will ensure that it will provide consultative services to the local school division and school after it has exited; and/or past evidence of how this has been accomplished with other clients.

II. Effectiveness

a. Positive Impact on Student Achievement

The organization demonstrates that it has the ability to have a positive impact on student achievement. The evidence may include: student achievement results on a valid, reliable performance measure that demonstrates success, especially with low-income, minority students; a research report or study that documents the organization's success; and/or additional evidence of improved outcomes such as reference letters, improvement in non-academic factors such as attendance, drop-out rate, graduation rate, student behavior/discipline, or parent/student satisfaction.

b. Evaluation by Independent Party

The organization demonstrates that an objective evaluation by an independent party has been conducted that verifies its effectiveness. The evaluation should include evidence of experimental or quasi-experimental research. It must include at a minimum evidence of case studies or other evidence of success. The evidence may also include: a copy of the independent evaluation; a link to a Web site where the evaluation is posted; and/or contact information for the independent evaluator.

III. Instructional Capacity

a. Academic Accountability

The organization provides evidence that it uses specific programs and practices to diagnose student needs and prescribe appropriate instructional programs, and evaluates and monitors student progress. The evidence may include: a description of the specific process or program; and/or a timetable that demonstrates how the program or practice results in the desired outcome.

b. Link to Research/Best Practice

The organization provides evidence that key instructional practices and central design elements of the organization are linked to current research and best practices. The evidence may include: a description of how the instructional practices and central design elements are high quality, based in scientifically-based research, and designed to increase student academic achievement; and/or a plan of how the company will ensure that the instructional practices and central design elements are linked to current research and best practice.

c. Proven Record of Success

The organization provides evidence that demonstrates a proven record of successful implementation of the program. The evidence may include: a contract, warranty, or memorandum of agreement.

IV. Personnel Capacity

a. Teaching Personnel

The organization provides evidence that it can hire highly qualified staff who meet the licensure requirements for Virginia teachers in the subject matter they will be teaching as defined in the licensure requirements for Virginia teachers. Evidence of experience in working with low-income, minority, migrant, students with disabilities, and limited English proficient students is also required. The evidence may include: a summary report of staff qualifications; and/or copies of Virginia educational licenses.

b. Administrative Personnel

The organization provides evidence that it can hire highly qualified staff as defined in the licensure requirements for Virginia administrators. Evidence of experience in working with low-income, minority, migrant, students with disabilities, and limited English proficient students is also required. The evidence may include: a summary report of staff qualifications; and/or copies of Virginia educational licenses.

V. Professional Development Capacity

a. Professional Development for Teaching Staff

The organization provides evidence that it can provide research-based, ongoing, sustained, high-quality staff development for the teaching staff. Evidence of experience may include: past professional development plans and evidence of success; and/or an implementation plan for this school division.

b. Professional Development for Administrative Staff

The organization provides evidence that it can provide research-based, ongoing, sustained, high-quality staff development for the administrative staff. Evidence may include: past professional development plans and evidence of success; and/or an implementation plan for this school division.

VI. Communication Capacity

a. Parent/Community Communication

The organization provides evidence of an accurate, consistent, timely, regular system of communication with the parents and community. Evidence may include: examples of successful communication plans used for other clients; and/or an implementation plan for this school division.

b. Local School Board Communication

The organization provides evidence of an accurate, consistent, timely, regular system of communication with the local school board. Evidence may include: examples of successful communication plans used for other clients; and/or an implementation plan for this school division.

Board of Education Agenda Item

Item: _____ D. _____

Date: _____ April 20-21, 2005 _____

Topic: First Review of Procedures for Board of Education Review of Private Educational Management Companies

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034

E-Mail Address: Linda.Wallinger@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

_____ State or federal law or regulation

_____ Board of Education regulation

X Other: Requested by Board of Education Committee on Lowest Performing School Divisions

_____ Action requested at this meeting X Action requested at future meeting: May 25, 2005

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

The Board of Education (BOE) is committed to assisting schools and school divisions that have failed to make adequate progress toward student achievement goals. The Department of Education will receive proposals from private education management companies for review in order to offer a minimum level of assurance that the reviewed companies are able to provide services as described in the proposed Virginia Board of Education criteria. The companies would operate under a memorandum of agreement with the school divisions, and any performance measure and stated outcomes would be agreed on between the local school division and the management company.

Summary of Major Elements:

A private educational management company must submit information to the Virginia Department of Education for review, according to criteria proposed by the board. The review will be conducted by staff members at the Department of Education and others as needed. It will be based on responses to the

following criteria: financial and organizational capacity; effectiveness; instructional capacity; personnel capacity; professional development capacity; and communication capacity.

A template that will be used to evaluate a potential private educational management company is attached. The review is based on the criteria established by the Board of Education for review of these private educational management companies. A summary of the proposed criteria is listed below.

1. Financial and organizational capacity, including financial soundness, management structure, legal status, and transition plan;
2. Effectiveness, including positive impact on student achievement and evaluation by an independent party;
3. Instructional capacity, including academic accountability, links to research/best practice, and proven record of success;
4. Personnel capacity, including teaching and administrative personnel;
5. Professional development capacity, including professional development capacity for teaching and administrative staff; and
6. Communication capacity, including ways to maintain contact with parents, the community, the local school board and other stakeholders.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the procedure to review private educational management companies in order to provide technical assistance to schools and school divisions.

Impact on Resources:

The impact of this activity can be absorbed within existing resources at the Department of Education at this time.

Timetable for Further Review/Action:

The item will be submitted for final review at the May 25, 2005, meeting of the Board of Education.

**Virginia Board of Education
Proposed Procedures for Review of
Private Educational Management Companies
April 20, 2005**

DIRECTIONS FOR SUBMISSION

The private educational management company must submit its proposed application to the Department of Education for review and comment. Reviews will occur on an ongoing basis. Ten (10) copies of the application must be submitted to the department at the following address:

Brenda Spencer
Title I Coordinator
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

The review will be based on responses to the following criteria: financial and organizational capacity; effectiveness; instructional capacity; personnel capacity; professional development capacity; and communication capacity.

Qualified staff members from the Department of Education, and as necessary, other individuals who have expertise needed for an effective analysis, will review the application. A recommendation will then be made to the board.

REVIEW PROCESS

The Department of Education will review the application and make a recommendation to the board based on the application's conformation to the established board criteria. The following individuals will comprise the review committee.

- Department of Education staff with expertise in areas such as the *No Child Left Behind Act of 2001*, instruction, budget, parental involvement, and teacher licensure
- Other individuals as needed for an effective review, such as:
 - Administrators from private educational providers (such as approved supplemental educational services providers) who are not affiliated with the applicant; and/or
 - Representatives from a school division that uses the services of supplemental educational services providers and/or private educational management companies (once approved).

The Board of Education will consider the recommendations for review. A summary of the review will also be posted on the Department of Education's Web site as a reference for school divisions wishing to employ the services of a management company.

PROPOSED CRITERIA FOR VIRGINIA BOARD OF EDUCATION REVIEW OF PRIVATE EDUCATIONAL MANAGEMENT COMPANIES

Introduction

The Board of Education (BOE) is committed to assisting schools and school divisions that have failed to make adequate progress toward student achievement goals. On behalf of the board, the Department of Education will receive applications from private education management companies for review in order to assist local school divisions in evaluating the effectiveness of the providers. The review will provide a minimum level of assurance that potential companies are able to provide services as described in the established Virginia Board of Education criteria for private educational management companies. The companies would operate under a memorandum of agreement with the school divisions, and any performance measures and stated outcomes would be agreed on between the local school division and the management company.

Board of Education Responsibility

The Board of Education shall consider for approval the Department of Education's recommendation regarding applications from private educational management companies that have been reviewed for financial and organizational capacity, effectiveness, instructional capacity, personnel capacity, professional development capacity, and communication capacity. The review shall be for the purpose of providing technical assistance and verifying that the application conforms to established criteria. It shall not include consideration as to whether the provider's services meet the needs of a local school board.

Criteria

The criteria have been established by the Board of Education and organized into six areas: financial and organizational capacity, effectiveness, instructional capacity, personnel capacity, professional development capacity, and communication capacity. The review will be conducted on these areas and the supporting indicators. If the criteria have not been met, the reason(s) will be noted.

Qualifying Statements

Several statements will accompany the final report of the Board of Education for each private educational management company reviewed. They are:

A statement verifying that the Board of Education's review is conducted outside the context of a division in which a private educational management company would operate and with no additional information or representative from such divisions. The review is based only on information presented in the application, which does not present the circumstances unique to a particular school or school division.

A qualifying statement verifying that all documents are complete only in the view of the Board of Education for the purposes of assuring a minimum level of ability to provide management services to a school or school division.

A statement recommending that the local school board of a division that desires to contract with a private educational management company make an independent judgment as to such company's ability to meet the needs within the school or school division.

**PROPOSED CRITERIA FOR VIRGINIA BOARD OF EDUCATION REVIEW
OF PRIVATE EDUCATIONAL MANAGEMENT COMPANIES**

Criteria 1: Financial and Organizational Capacity

A. Financial Soundness

The organization provides evidence that it is financially sound. The evidence may include: a description of how the organization currently received funds (i.e., grants, fees-for-service, investments, etc.); audited financial statements; credit ratings from an independent rating agency; organizational budgets that account for revenues, expenses, cash flow activity, and/or proof of liability insurance.

Criterion addressed____

Criterion not addressed ____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

B. Management Structure

The organization provides evidence that it has a sound management structure. The evidence may include: a business plan or profile; proof that adequate organization resources are available to meet project needs; senior staff resumes; and/or description of an established system of management.

Criterion addressed____

Criterion not addressed____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

C. Legal Status

The organization provides documentation required to conduct business in Virginia. The evidence may include: a copy of a business license, and/or formal document of legal status.

Criterion addressed____

Criterion not addressed ____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

D. Transition Plan

The organization provides a plan to ensure that the local school division is restored as the management entity for essential leadership, administrative, and instructional functions. The evidence may include: a plan that demonstrates how the organization will ensure that it will provide consultative services to the local school division and school after it has exited; and/or past evidence of how this has been accomplished with other clients.

Criterion addressed____

Criterion not addressed ____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

Criteria 2: Effectiveness

A. Positive Impact on Student Achievement

The organization demonstrates that it has the ability to have a positive impact on student achievement. The evidence may include: student achievement results on a valid, reliable performance measure that demonstrates success, especially with low-income, minority students; a research report or study that documents the organization's success; and/or additional evidence of improved outcomes such as reference letters, improvement in non-academic factors such as attendance, drop-out rate, graduation rate, student behavior/discipline, or parent/student satisfaction.

Criterion addressed____

Criterion not addressed ____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

B. Evaluation by Independent Party

The organization demonstrates that an objective evaluation by an independent party has been conducted that verifies its effectiveness. The evaluation should include evidence of experimental or quasi-experimental research. It must include at a minimum evidence of case studies or other evidence of success. The evidence may also include: a copy of the independent evaluation; a link to a Web site where the evaluation is posted; and/or contact information for the independent evaluator.

Criterion addressed____

Criterion not addressed ____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

Criteria 3: Instructional Capacity

A. Academic Accountability

The organization provides evidence that it uses specific programs and practices to diagnose student needs and prescribe appropriate instructional programs, and evaluates and monitors student progress. The evidence may include: a description of the specific process or program; and/or a timetable that demonstrates how the program or practice results in the desired outcome.

Criterion addressed ____

Criterion not addressed ____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

B. Link to Research/Best Practice

The organization provides evidence that key instructional practices and central design elements of the organization are linked to current research and best practices. The evidence may include: a description of how the instructional practices and central design elements are high quality, based in scientifically-based research, and designed to increase student academic achievement; and/or a plan of how the company will ensure that the instructional practices and central design elements are linked to current research and best practices.

Criterion addressed ____

Criterion not addressed ____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

C. Proven Record of Success

The organization provides evidence that demonstrates a proven record of successful implementation of the program. The evidence may include: a contract, warranty, or memorandum of agreement.

Criterion addressed ____

Criterion not addressed ____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

Criteria 4: Personnel Capacity

A. Teaching Personnel

The organization provides evidence that it can hire highly qualified staff that meet the licensure requirements for Virginia teachers in the subject matter they will be teaching as defined in the licensure requirements for Virginia teachers. Evidence of experience in working with low-income, minority, migrant, students with disabilities, and limited English proficient students is also required. The evidence may include: a summary report of staff qualifications; and/or copies of Virginia educational licenses.

Criterion addressed____

Criterion not addressed ____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

B. Administrative Personnel

The organization provides evidence that it can hire highly qualified staff as defined in the licensure requirements for Virginia administrators. Evidence of experience in working with low-income, minority, migrant, students with disabilities, and limited English proficient students is also required. The evidence may include: a summary report of staff qualifications; and/or copies of Virginia educational licenses.

Criterion addressed____

Criterion not addressed ____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

Criteria 5: Professional Development Capacity

A. Professional Development for Teaching Staff

The organization provides evidence that it can provide research-based, on-going, sustained, high-quality staff development for the teaching staff. Evidence of experience may include: past professional development plans and evidence of success; and/or an implementation plan for this school division.

Criterion addressed____

Criterion not addressed ____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

B. Professional Development for Administrative Staff

The organization provides evidence that it can provide research-based, on-going, sustained, high-quality staff development for administrative staff. Evidence may include: past professional development plans and evidence of success; and/or an implementation plan for this school division.

Criterion addressed____

Criterion not addressed____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

Criteria 6: Communication Capacity

A. Parent/Community Communication

The organization provides evidence of an accurate, consistent, timely, regular system of communication with the parents and community. Evidence may include: examples of successful communication plans used for other clients; and/or an implementation plan for this school division.

Criterion addressed____

Criterion not addressed ____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

B. Local School Board Communication

The organization provides evidence of an accurate, consistent, timely, regular system of communication with the local school board. Evidence may include: examples of successful communication plans used for other clients; and/or an implementation plan for this school division.

Criterion addressed____

Criterion not addressed____

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

Additional Comments:

Board of Education Agenda Item

Item: _____ E. _____

Date: April 20-21, 2005

Topic: Final Review of Alignment of Board of Education “Highly Qualified” Policies to Requirements for Special Education Teachers Under the *Individuals with Disabilities Education Improvement Act of 2004*

Presenter: Mr. H. Douglas Cox, Assistant Superintendent for Special Education and Student Services and Dr. Thomas A. Elliott, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: (804) 225-3252 (804) 371-2522

E-Mail Address: Doug.Cox@doe.virginia.gov Thomas.Elliott@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

____ Board review required by
 ☒ State or federal law or regulation
 ____ Board of Education regulation
 ____ Other: _____

☒ Action requested at this meeting ____ Action requested at future meeting:

Previous Review/Action:

____ No previous board review/action

☒ Previous review/action
 date March 23, 2005
 action The item was received for first review by the Board of Education on March 23, 2005.

Background Information:

On November 19, 2004, Congress passed Public Law 108-446, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). One significant element of the new statute is the term “highly qualified” as applied to special education teachers. IDEIA links its definition of “highly qualified” to the No Child Left Behind Act (NCLB) definition but modifies it as it applies to special education teachers. A teacher who is highly qualified under IDEIA is considered highly qualified for purposes of NCLB. Specifically, the new law requires that all special education teachers who teach core academic subjects to students with disabilities meet “highly qualified” requirements either as elementary teachers or subject-area teachers.

Summary of Major Elements:

Attachment #1 describes proposed Board of Education requirements to be a highly qualified special education teacher.

Attachment #2 describes proposed revisions to the High Objective Uniform State Standard of Evaluation (HOUSSE), approved by the Board of Education February 25, 2004, that apply to these requirements.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for final approval the requirements for highly qualified special education teachers and revisions to the High Objective Uniform State Standard of Evaluation (HOUSSE) to include special education teachers.

Impact on Resources:

Undetermined fiscal resources will be required to provide opportunities for special education teachers to meet the “highly qualified” requirements (e.g., tuition reimburse, institutes).

Timetable for Further Review/Action:

NA

(Attachment #1)

**Virginia Requirements to Be a Highly Qualified
Special Education Teacher**

Category of special education teachers	Requirements under P.L. 108-446
All special education teachers	General Requirements: <ul style="list-style-type: none">• Hold at least a B.A.• Must obtain full state special education certification or equivalent licensure• Cannot hold an emergency or temporary certificate
Consultative teachers and other special education teachers who do not teach core academic subjects	Only meet general requirements above
New or veteran elementary school teachers teaching one or more core academic subjects only to children with disabilities held to alternative academic standards (most severely cognitively disabled)	In addition to the general requirements above, may demonstrate academic subject competence through “a high objective uniform State standard of evaluation” (the HOUSSE process)
New or veteran middle or high school teachers teaching one or more core academic subjects only to children with disabilities held to alternative academic standards (most severely cognitively disabled)	In addition to the general requirements above, may demonstrate “subject matter knowledge appropriate to the level of instruction being provided, as determined by the Board of Education, needed to effectively teach to those standards”
New teachers of two or more academic subjects who are highly qualified in either mathematics, language arts, or science	In addition to the general requirements above, has two-year window in which to become highly qualified in the other core academic subjects and may do this through the HOUSSE process
Veteran teachers who teach two or more core academic subjects only to children with disabilities	In addition to the general requirements above, may demonstrate academic subject competence through the HOUSSE process (including a single evaluation for all core academic subjects)
Other special education teachers teaching core academic subjects	In addition to the general requirements above, meet relevant NCLB requirements for new elementary school teachers, new middle/high school teachers, or veteran teachers

(Attachment #2)

**VIRGINIA REQUIREMENTS FOR TEACHERS NOT NEW TO THE TEACHING PROFESSION
TO MEET THE DEFINITION OF HIGHLY QUALIFIED
IN THE FEDERAL CORE ACADEMIC AREAS AND SPECIAL EDUCATION**

[Approved by the Board of Education on February 25, 2004]

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
Elementary Education (prek-6)	<p>Experienced elementary school teachers, including those entering the teaching profession through the alternate route, who are licensed in elementary education or special education with an active license may meet the “highly qualified” definition required in the No Child Left Behind Act (NCLB) by completing one of the following requirements:</p> <ol style="list-style-type: none"> 1. passed a rigorous state-approved academic subject test for elementary education [Section 9101(23)(B)(ii)]; OR 2. designated highly qualified in another state or the District of Columbia; OR 3. met the High Objective Uniform State Standard of Evaluation (HOUSSE) definition by the: <ol style="list-style-type: none"> a. completion of an earned advanced degree from an accredited college or university;* OR b. completion of a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area;* OR c. completion of an institute(s) in the content areas of mathematics, science, language arts/reading/English, and social studies (history, government, geography, and economics) that meets high quality professional development criteria established by the Department of Education, OR d. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR e. completion of three years of successful teaching experience and <ol style="list-style-type: none"> (1) an academic major or equivalent in a subject area the teacher teaches; OR (2) an interdisciplinary major (or equivalent); OR (3) at least 9 semester hours in each core discipline area of mathematics; science; language arts/reading/English; and social studies (history, government, geography, and economics). <p><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 3a, 3b, and 3d must be completed in the content or academic subjects taught.</u></p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
Middle Education (6-8)	<p>Experienced middle school teachers, including those entering the teaching profession through the alternate route, who are licensed in middle education or special education with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> 1. passed a rigorous state-approved academic subject test in each of the academic subjects in which the teacher teaches [Section 9101(23)(B)(ii)]; OR 2. designated highly qualified in another state or the District of Columbia; OR 3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR 4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR 5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR 6. met the High Objective Uniform State Standard of Evaluation (HOUSSE) definition by the: <ol style="list-style-type: none"> a. completion of an earned advanced degree from an accredited college or university;* OR b. completion of an institute(s) in the content areas of mathematics, science, language arts/reading/English, and social studies (history, government, geography, and economics) that meets high quality professional development criteria established by the Department of Education; OR c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR d. completion of three years of successful teaching experience and <ol style="list-style-type: none"> (1) an interdisciplinary major (or equivalent); OR (2) a minimum of 18 semester hours in the middle school area(s) taught—mathematics; science; language arts/reading/English; and social studies (history, government, geography, and economics). <p><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</u></p> <p>NOTE: Middle school teachers who are teaching a federal core academic subject for which students are receiving credit toward high school graduation, such as algebra I or Earth science, must meet the highly qualified criteria outlined in the secondary grade level assignment for that teaching area.</p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
Secondary (6-12)	<p>Experienced secondary school teachers, including those entering the teaching profession through the alternate route, who are licensed in a secondary endorsement area or special education with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> 1. passed a rigorous state-approved academic subject test in each of the academic subjects in which the teacher teaches [Section 9101(23)(B)(ii)]; OR 2. designated highly qualified in another state or the District of Columbia; OR 3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR 4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR 5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR 6. met the High Objective Uniform State Standard of Evaluation (HOUSSE) definition by the: <ol style="list-style-type: none"> a. completion of an earned advanced degree from an accredited college or university;* OR b. completion of an institute(s) in the content area(s) in which the teacher teaches that meets high quality professional development criteria established by the Department of Education; OR c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR d. completion of three years of successful teaching experience and a minimum of 24 semester hours in the area(s) taught. <p><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</u></p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
Pre-Kindergarten-Grade 12 (such as art, music, or foreign languages)	<p>Experienced teachers, including those entering the teaching profession through the alternate route, who are licensed in a pre-kindergarten through grade 12 endorsement or special education and teaching a prek-12 subject area with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> 1. passed a rigorous state-approved academic subject test in the subjects the teacher teaches [Section 9101(23)(B)(ii)]; OR 2. designated highly qualified in another state or the District of Columbia; OR 3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR 4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR 5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR 6. met the High Objective Uniform State Standard of Evaluation (HOUSSE) definition by the: <ol style="list-style-type: none"> a. completion of an earned advanced degree from an accredited college or university;* OR b. completion of an institute(s) in the content area(s) in which the teacher teaches that meets high quality professional development criteria established by the Department of Education; OR c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development; * OR d. completion of three years of successful teaching experience and <ol style="list-style-type: none"> (1) an academic major or equivalent in the subject area(s) the teacher teaches; OR (2) a minimum of 24 semester hours in the area(s) taught. <p><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</u></p>

Board of Education Agenda Item

Item: _____ F. _____

Date: April 20-21, 2005

Topic: First Review of a Request for Increased Graduation Requirements from a Local School Board

Presenters: Dr. N. Wayne Tripp, Superintendent, Salem City Schools
Ms. Anne Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☒ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☐ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action
date _____

Background Information:

The Standards of Quality for Public Schools (SOQ) in § 22.1-253.13:4 of the Code of Virginia require local school boards to award diplomas to all secondary school students who earn the units of credit prescribed by the Board of Education, pass the prescribed literacy tests and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. In addition, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted on September 4, 1997, include a provision that requires Board of Education approval of all additional requirements above those prescribed in the standards. Those standards further stipulate that local school boards that had increased requirements in effect as of June 30, 1997 would be granted approval through June 30, 1999. Those approvals have since been extended indefinitely.

In November 2000, the Board of Education adopted the *Guidance Document Re Requests For Additional Graduation Credit Requirements And Requests To Allocate Electives From Local School Boards* for use in considering future requests. The guidance document may be found at <http://www.pen.k12.va.us/VDOE/Accountability/SOAguidelinesA.pdf> and says, in part:

Standard Diploma – “Generally, the Board will approve requests from local school divisions to require up to two additional local credits to obtain the Standard Diploma (maximum of 24 required credits). Generally, the Board will approve local requests for additional graduation credit requirements in the core discipline areas of the Standards of Learning (English, mathematics, science or history/social studies).... Requests for additional local credits in disciplines outside the core discipline areas will be considered on a case-by-case basis...”

Advanced Studies Diploma – “Generally, the Board will approve requests from local school divisions for local additional credits required for the Advanced Studies Diploma above the 24 contained in the SOA if the credits are in the discipline areas of English, mathematics, science, history/social studies, fine arts (including performing arts) or practical arts (option), or foreign language. The Board will consider credits outside these disciplines on a case-by-case basis.”

Summary of Major Elements:

In July 2000 the school board of the City of Salem received grandfathered approval to require all students to complete one-half unit of credit in computer literacy/computer studies as a condition of graduation. The requirement was in place prior to the adoption of new accrediting standards in the summer of 2000 and guidelines for adding additional local requirements for graduation in November 2000. The school board has submitted a request via the division superintendent to modify the additional requirement to require all students to complete a one-half unit of credit course in personal finance and basic economics. The school board believes the previous requirement of a course in computer literacy/computer skills is no longer necessary as those concepts are now taught at the elementary level or that students acquire the skills from personal experiences.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board waive first review and approve the request.

Impact on Resources: There is no impact on resources at the Department of Education.

Timetable for Further Review/Action: Staff of the Department of Education will notify the school division of the Board's action.

Board of Education Agenda Item

Item: _____ G. _____

Date: April 20-21, 2005

Topic: Informational Briefing by Kia Brown on "SchoolMatters," a Web-Based National Education Data Service

Presenters: Ms. Kia Brown, Virginia Liaison for Standard & Poor's School Evaluation Services
Ms. Anne Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403

E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by

☐ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☐ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action

date _____

Background Information:

In response to an expressed need by the education community for an impartial, transparent analysis of the nation's educational data, Standard & Poor's (S&P) created a business unit, School Evaluation Services, and developed its unique Return on Resources framework to synthesize student performance, financial information, and community and school demographics to help explain school and school district performance holistically.

With funding from The Broad Foundation and the Bill & Melinda Gates Foundation, S&P, in collaboration with the Council of Chief State School Officers (CCSSO), Achieve Inc., and the CELT Corporation, developed an analytical data tool available to all 50 states, the District of Columbia, and Puerto Rico through an interactive web site known as SchoolMatters.

Summary of Major Elements:

Since its public launch on March 29, 2005, the Virginia Department of Education's homepage has provided a link connecting to www.SchoolMatters.com. This new online resource was designed to assist educators, policymakers, parents, and the public in using data to see how schools are performing and to provide user-friendly tools to analyze the data based on specified indicators.

Utilizing data from a number of sources, including the U.S. Census Bureau, the National Center for Education Statistics, and the DOE, SchoolMatters will offer school-, division-, and state-level data such as:

- Student proficiency on statewide reading and math tests, broken down by student subgroups and grades;
- Financial data including per pupil expenditures and revenue sources;
- Student and community demographics, including income levels, property values, educational attainment levels, and population information;
- School environment information like class size and teacher-to-pupil ratios;
- Academic indicators including student retention, promotion, and dropout rates; and
- Additional academic assessment data.

In addition, SchoolMatters includes comparison tools and easy-to-use sorting capabilities for in-depth data analysis to assist decision makers in determining ways to improve a school or school division's performance, while providing data in a format to more easily compare schools with similar demographics. Drop-down menus and pop-ups will offer additional information, such as definitions of terms and explanations of formulas.

Superintendent's Recommendation: N/A

Impact on Resources: N/A

Timetable for Further Review/Action: N/A

Board of Education Agenda Item

Item: _____ H. _____

Date: _____ April 20-21, 2005 _____

Topic: Statewide Career and Technical Education Performance Report Summary for the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education

Presenter: Ms. Elizabeth M. Russell, Director of Career and Technical Education, Department of Education
Mrs. Elizabeth Creamer, Director, Postsecondary Perkins-Tech Prep, Virginia Community College System

Telephone Number: (804) 225-2847

E-Mail Address: Elizabeth.Russell@doe.virginia.gov
ECREAMER@vccs.edu

Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by

☐ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☐ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action

date March 23, 2005

action Accepted statewide CTE performance report on secondary school indicators

Background Information:

At its March 23, 2005, the Board of Education accepted the Virginia System of Performance Standards and Measures for Virginia's secondary schools as part of the 2000-2004 State Plan for Career and Technical Education (CTE). The Virginia Community College System receives its Perkins Funds as a sub-recipient of the Virginia Department of Education. As such, the federal Perkins Act requires that the results on the negotiated state-adjusted levels of performance for postsecondary CTE be communicated to the Virginia Board of Education and other audiences. Each institution in the Virginia Community College System will receive an annual report of performance.

Summary of Major Elements:

The Virginia system addresses performance on:

- academic achievement;
- occupational competence;
- nontraditional career preparation;
- successful transition to careers and/or further education;
- employer/employee satisfaction with high school preparation; and
- access and success for special populations as defined by Perkins.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the report be accepted as presented, maintained as a part of the Board of Education's meeting records, and be communicated to the audiences required by the Perkins legislation.

Impact on Resources:

There is a minimum impact on resources. The agency's existing resources can absorb costs at this time.

Timetable for Further Review/Action:

None

Perkins III
Virginia Community College System Indicators for 2003-2004
Core Performance Standards and Measures
April 20, 2005

- For the 2003-04 cycle, the Virginia Community College System (VCCS) exceeded performance targets for four of the seven broadly defined measures
 - Student attainment levels for academic and technical skills exceeded the targets.
 - Numbers of students of the under-represented gender completing programs identified as “gender-dominant” exceeded the target, but the numbers of the under-represented gender enrolling in these programs did not reach the target.
 - Retention after job placement for recent graduates also exceeded expectations.
 - Graduation rates and total placement rates, combining employment and further study, did not reach targeted levels.
- Perkins performance measure definitions for the System were finalized with the Virginia and federal departments of education in fall 2000 (see TABLE 1).
- Federally approved VCCS or System-level targets for the 2000-01 reporting cycle were established and reviewed through Spring 2001 (see TABLE 2). The latest VCCS performance targets, 2001-02 through 2003-04 were approved in Fall 2001 and are in Table 2.
- College-specific performance data (see Table 3) are for the planning and evaluation activities of college staff and VCCS Workforce Development Services staff. Only System-level performance levels are compared to System-level targets in the annual report submitted to DOE.

Copies available at: <http://www.so.cc.va.us/vccsasr/Research/index.html>

TABLE 1

**Perkins III
Virginia Community College System Indicators for 2003-2004
Core Performance Standards and Measures**

Core Indicator 1: Student Attainment**1P1 Academic Skills**

This measure is the percentage of technical majors in certificate, diploma, and degree programs successfully completing an academic skills course. Specifically, for a fall term all registrations for occupational-technical students in mathematics, English, biology, chemistry, geology, physics, and natural science at the 100 level or higher are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of "C" or above is the numerator. Beginning with the 2002-03 data cycle (this report), all student registrations with the grade of 'W' were added to the numerator.

1P2 Technical Skills

Percentage of technical majors in certificate, diploma, and degree programs successfully completing a technical skills course is the basic measure. Specifically, for a fall term all registrations for occupational-technical students in occupational-technical courses (HEGIS codes greater than 5000) are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of "C" or above is the numerator. Beginning with the 2002-03 data cycle (this report), all student registrations with the grade of 'W' were added to the numerator

Core Indicator 2: Completion**2P2 Graduation Rate**

A subset of the federal student right-to-know measure is used, which is the number of first-time, full-time, occupational-technical freshmen completing a program within 150% of the program length (numerator) as a percentage of the occupational-technical cohort beginning the same fall semester (denominator).

TABLE 1 (cont.)

Core Indicator 3: Placement and Persistence

3P1 Placement, Employment and Further Study

Virginia employment information is obtained for technical graduates within 6-12 months following graduation. Specifically, graduates of an academic year are tracked using UI files to determine their employment status in Virginia in the 4th quarter of that calendar year. For the same graduates, State Council staff determines the number enrolled at a 4-year institution during the corresponding fall semester. The measure is the unduplicated count of those working or studying as a percentage of the total graduates.

3P2 Retention, Employment

Retention is defined as the percentage of those graduates found to be working, as defined in the placement measure, 3P1, who continue working for a period of at least one quarter. For example, graduates identified as working in 4th qtr. 1999 would be matched against UI employment information for 1st qtr. 2000.

Core Indicator 4: Equity: Program Enrollment and Completion

4P1 Representation, Enrollment

The enrollment measure is the combined minority gender enrollments for each program as a percentage of the total enrollment for all “under-represented” programs. “Under-represented” programs are those related to occupations with gender under-representation (less than 25% minority employment, U.S. Census Household Survey). The minority gender for 4P1 and 4P2 is defined according to national gender splits for the occupations, not the gender with the lowest enrollments or graduates in VCCS programs.

4P2 Representation, Graduates

Similarly for the same “under-represented” programs, the representation measure for graduates is defined as the combined number of minority gender graduates from each of these programs as a percentage of the total graduates for all “under-represented” programs

TABLE 2 - November 2001 Update**Virginia - Postsecondary****Final Agreed Upon Performance Levels for 2000-01 and Years 3, 4 and 5**

These are the final baselines and adjusted performance levels agreed upon by the State and the U.S. Department of Education for Years 3, 4, and 5. These baselines and adjusted performance levels are incorporated into the State plan as a condition of approval pursuant to section 113(b)(3)(A)(v) of the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

Column 1	Column 2	Column 3	Column 4	Column 4A	Column 5	Column 6	Column 7	Column 8
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Actual Levels	Agreed Upon Level 2000-01	Performance Levels for Years 3, 4, & 5		
		DOE Codes		2000-01		7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
IP1 Academic Attainment	<p>Numerator: Number of occupational-technical students enrolled in mathematics, English, biology, chemistry, geology, physics, and/or natural sciences at the 100 level or higher who have a "C" or better in the academic course.</p> <p>Denominator: Number of occupational-technical students enrolled in mathematics, English, biology, chemistry, geology, physics, and/or natural sciences at the 100 level or higher.</p>	2	69.65%	67.97%	70.08%	70.13%	70.18%	70.23%

Column 1	Column 2	Column 3	Column 4	Column 4A	Column 5	Column 6	Column 7	Column 8
Core Sub-Indicator	Measurement Definition	Measurement Approach DOE Codes	Final Agreed Upon Baseline	Actual Levels	Agreed Upon Level 2000-01	Performance Levels for Years 3, 4, & 5		
				2000-01		7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
1P2 Skill Proficiencies	<p>Numerator: Number of occupational-technical students enrolled in occupational-technical courses with HEGIS codes greater than 5000 that have a “C” or better in the occupational-technical course.</p> <p>Denominator: Number of occupational-technical students enrolled in occupational-technical courses with HEGIS greater than 5000.</p>	4	82.55%	81.26%	83.00%	83.05%	83.10%	83.15%
2P1 Completion	<p>Numerator: Number who earn an award/degree within 150 percent of the program length.</p> <p>Denominator: Number of new freshmen entering occupational-technical programs as full-time students in a fall semester.</p>	1	17.76%	17.53%	18.00%	18.05%	18.10%	18.15%
3P1 Placement	<p>Numerator: Number of graduates identified as employed within 6-12 following graduation plus the number of graduates identified as attending a 4-year institution in the term immediately following graduation.</p> <p>Denominator: Number of occupational-technical graduates.</p>	3	73.69%	70.57%	74.69%	74.74%	74.79%	74.84%

Column 1	Column 2	Column 3	Column 4	Column 4A	Column 5	Column 6	Column 7	Column 8
Core Sub-Indicator	Measurement Definition	Measurement Approach DOE Codes	Final Agreed Upon Baseline	Actual Levels	Agreed Upon Level 2000-01	Performance Levels for Years 3, 4, & 5		
				2000-01		7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
3P2 Retention	<p>Numerator: Number of graduates who successfully transitioned into employment, and who have continued employment for a period of at least one quarter.</p> <p>Denominator: Number of graduates who successfully transitioned into employment, as defined in 3P1.</p>	3	89.63%	88.67%	89.63%	89.68%	89.73%	89.78%
4P1 Participation Non-Traditional	<p>Numerator: Number of students of the under-represented gender enrolled in non-traditional programs.</p> <p>Denominator: Number of students enrolled in non-traditional programs.</p>	1	18.35%	20.76%	18.85%	18.90%	18.95%	19.00%
4P2 Completion Non-Traditional	<p>Numerator: Number of graduates of the under-represented gender whom complete non-traditional programs.</p> <p>Denominator: Number of graduates who complete non-traditional programs.</p>	1	22.14%	28.07%	22.50%	22.55%	22.60%	22.65%

Table 3**College Results****Perkins Performance Indicators: 2003-04 Data Cycle**

The measures are based on Fall 2003 enrollments and grades (1P1, 1P2, and 4P1), 2002-03 graduates (3P1, 3P2, 4P2), and a fall 2001 (mid-term) entering cohort (2P1). College level data by measure for each of the Perkins-defined special populations are available, but not presented. All dates are as of December 31, 2004.

Denominators and numerators are defined in Table 2. All tabled values are percentages.

	1P1	1P2	2P1	3P1	3P2	4P1	4P2
BRCC	83.8	88.3	34.2	87.8	79.9	13.6	24.6
CVCC	78.2	89.2	26.6	73.3	95.6	21.7	39.6
DSLCC	59.1	88.5	15.4	64.9	94.6	12.3	14.4
DCC	69.3	90.7	30.9	71.0	85.9	11.1	8.6
ESCC	87.3	86.0	42.1	81.4	81.0	8.6	9.1
GCC	83.1	88.0	2.0	81.0	92.6	24.6	11.5
JSRCC	67.9	84.8	8.2	77.6	93.6	16.9	20.1
JTCC	73.6	84.5	3.4	79.2	92.2	14.9	34.7
LFCC	88.1	90.1	28.3	78.0	93.0	16.3	13.4
MECC	77.5	89.1	15.2	58.6	92.3	15.0	13.9
NRCC	68.4	91.1	25.2	77.0	92.2	13.0	11.3
NVCC	83.1	88.2	12.2	63.0	89.1	27.4	30.0
PHCC	83.5	92.1	15.7	70.7	89.8	31.4	31.5
PDCCC	72.1	87.1	33.3	77.4	96.9	22.4	38.2
PVCC	88.5	92.2	11.4	88.3	93.6	23.2	23.3
RCC	86.8	83.2	13.3	82.6	96.0	9.6	14.1
SVCC	73.2	90.1	25.2	73.2	91.5	12.6	40.1
SWCC	79.9	88.1	38.7	57.9	82.9	23.3	52.8
TNCC	67.0	86.7	7.9	61.1	92.6	17.3	29.6
TCC	79.0	91.2	8.5	64.9	91.8	18.7	28.5
VHCC	81.2	90.6	22.0	60.4	94.9	18.0	23.4
VWCC	67.7	78.2	10.1	80.9	90.7	21.7	29.1
WCC	59.1	81.9	21.2	65.9	87.1	13.0	16.2
VCCS AVG.	76.1	88.0	16.6	70.1	90.3	18.9	26.7
TARGET	70.23	83.15	18.15	74.84	89.78	19.00	22.65

Board of Education Agenda Item

Item: J.

Date: April 20-21, 2005

Topic: Report on Status of Proposed Waivers/Amendments to Virginia's Consolidated State Application Accountability Plan Required in the No Child Left Behind Act of 2001

Presenter: Dr. Patricia I. Wright, Deputy Superintendent

Telephone Number: (804) 225-2979

E-Mail Address: Patricia.Wright@doe.virginia.gov

Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by

☐ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☐ Action requested at this meeting ☐ Action requested at future meeting: _____ (date)

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action

date January 19, 2005 action Board approved proposed amendment/waiver requests

Background Information:

The *No Child Left Behind Act of 2001* (NCLB), which is a reauthorization of the Elementary and Secondary Education Act (ESEA), requires all state educational agencies (SEA) to submit for approval to the United States Department of Education (USED) individual program applications or a consolidated state application. A major component of the consolidated application is Virginia's Consolidated State Application Accountability Workbook that describes a single statewide accountability system for the commonwealth. The accountability workbook that describes the policies and procedures that were used to determine Adequate Yearly Progress (AYP) ratings for the 2003-2004 school year are described in the amended workbook dated May 26, 2004.

States are permitted to revise their Consolidated State Application Accountability Workbook by submitting requests for review and approval to USED. Guidance from USED suggested an April 1 deadline for requesting changes that would impact AYP determinations in the current academic year. Based on two years of implementing NCLB, the Virginia Department of Education has identified certain procedures in implementing AYP policies that may result in unintended consequences.

At its January 19, 2005, meeting the Virginia Board of Education adopted proposed waivers/amendments to the Consolidated State Application Accountability Plan (amended May 26, 2004) required in the *No Child Left Behind Act of 2001* (NCLB). On January 20, 2005, President of the

Board Thomas M. Jackson communicated the board's actions to the United States Department of Education (USED) and asked USED to approve the requests as specific waivers permitted in Section 9401 of the federal law.

The statutory authority that permits states to request, and the U.S. Secretary of Education to approve, waivers to requirements in NCLB is found in Section 9401 of the federal law:

“SEC. 9401. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

(a) IN GENERAL- Except as provided in subsection (c), the Secretary may waive any statutory or regulatory requirement of this Act for a State educational agency, local educational agency, Indian tribe, or school through a local educational agency, that —

(1) receives funds under a program authorized by this Act; and

(2) requests a waiver under subsection (b).”

Virginia's proposed waiver requests are categorized into five major areas:

- (1) application of the “other academic indicator” (in addition to performance and participation on the reading and mathematics tests) that is used to make AYP determinations when safe harbor is not invoked,
- (2) how states determine if a school or school division makes AYP and enters improvement status,
- (3) use of test scores from multiple administrations,
- (4) testing and AYP calculation policies for limited English proficient students, and
- (5) testing and AYP calculation policies for students with disabilities.

On January 28, 2005, President Jackson, Superintendent of Public Instruction Jo Lynne DeMary, and Deputy Superintendent Patricia Wright met with Assistant Secretary of Education Ray Simon and the new Secretary of Education's Chief of Staff David Dunn to discuss Virginia's waiver requests. During that meeting, USED officials described Virginia's requests in one of three categories: policy, regulatory, or statute. On February 1, 2005, USED sent a letter to President Jackson indicating the “graduation rate” amendment to be acceptable and the “new minimum n” amendment to be acceptable with modifications. Both of these requests were considered USED policy interpretations and did not require a waiver of regulation or statute. The letter stated USED would get back with Virginia on the remaining amendment/waiver requests as soon as they reach a decision on their acceptability.

Summary of Major Elements:

On April 7, 2005, Secretary of Education Margaret Spellings promised additional flexibility for states that adhere to what she described as the four key principles of the law:

- Ensuring students are learning: Raising overall achievement and closing the achievement gap;
- Making the school system accountable: Including all students in all schools and districts in the state; ensuring all students are part of a state's accountability system and are tested in reading and math in grades three through eight and once in high school by the 2005-06 school year; providing data on student achievement by subgroup;
- Ensuring information is accessible and parents have options: Informing parents in a timely manner about the quality of their child's school and their school choice options, identifying

schools and districts that need to improve, developing a dynamic list of after-school tutors, encouraging public school choice and the creation of charter schools, and creating easily accessible and understandable school and district report cards; and

- Improving teacher quality: Providing parents and the public with accurate information on the quality of their local teaching force, implementing a rigorous system for ensuring teachers are highly qualified and making aggressive efforts to ensure all children are taught by highly qualified teachers.

Secretary Spellings announced that the first example of this new approach for implementing NCLB would be to permit states to use modified assessments for students with disabilities “who need more time and instruction to make substantial progress toward grade-level achievement.” Scores from these modified assessments would be limited to 2 percent of all tested students. This 2 percent would be in addition to the 1 percent cap on allowed passing scores on alternative assessments taken by students with significant cognitive disabilities. This new provision will be released in a notice of proposed rulemaking later this spring and therefore would not be available to states until 2005-2006, at the earliest.

The Virginia Department of Education is waiting for details of the process USED will develop and follow to identify states that qualify. Unclear at this point is how the Secretary’s announcement will affect the Board of Education’s pending waiver requests, which were submitted to USED at the end of January. As of April 8, 2005, Virginia has not received an official response to the remaining waiver requests.

Superintendent's Recommendation: N/A

Impact on Resources: The Virginia Department of Education is working with a consortium of the Council of Chief State School Officers (CCSSO) to identify the cost of implementing NCLB.

Timetable for Further Review/Action: Upon USED approval, Virginia plans to implement the proposed amendments/waivers in determining AYP and improvement status of schools and divisions based on the 2004-2005 test administration.

Board of Education Agenda Item

Item: K.

Date: April 20-21, 2005

Topic: Standards of Accreditation: Informational Briefing and Discussion of Related Topics

Presenter: Mrs. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone: 804/ 225-2403

E-mail: Anne.Wescott@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☐ Board review required by

☐ State or federal law or regulation

☐ Board of Education regulation

☐ Other: Board of Education By-laws

☐ Action requested at this meeting

☒ Action requested at future meeting: At a date to be determined, the Board of Education will adopt revised Standards of Accreditation

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action: Board approved Notice of Intended Regulatory Action to initiate regulatory process

date: January 12, 2005

action: Board approved the NOIRA

Background Information: Section 22.1-253.13:3 of the Code of Virginia requires the Board of Education to promulgate Standards of Accreditation for Virginia's K-12 public schools. The Code states:

The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ [2.2-4000](#) et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions,

including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

Summary of Major Elements: The Board has announced its intent to amend the accreditation standards. At the April meeting, the Board of Education is requested to review the contents of the current standards and to discuss issues that will need to be addressed during the revision process.

The current regulations were adopted by the Board of Education on July 29, 2000, and became effective September 28, 2000. Since that time, public schools in Virginia have implemented more rigorous requirements for accountability both at the school level and the student level. Now that most Virginia schools are fully accredited, and the first high school class required to earn verified units of credit has graduated from high school, it is time for a comprehensive review of the regulations to determine if there are changes that might be needed.

Mrs. Wescott will review the Standards of Accreditation and lead a discussion of issues related to the provisions of the standards.

Superintendent's Recommendation: N/A

Impact on Resources: N/A

Timetable for Further Review/Action: During the coming months, the Board of Education will review and approve proposed revisions to the Standards of Accreditation, public hearings will be held, and final regulations will be adopted.



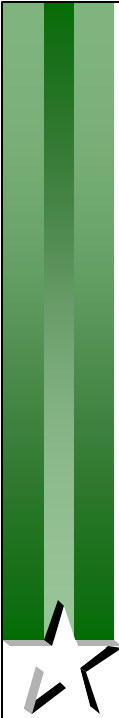
Standards of Accreditation

Overview of Current Provisions

*Board of Education Work Session
April 20-21, 2005*

*Anne Wescott
Assistant Superintendent for Policy and Communications*

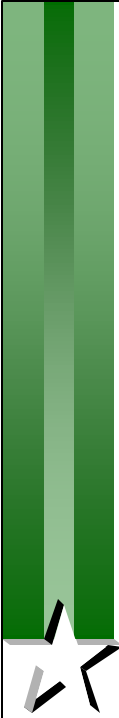
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Part I: Purpose

- The standards for the accreditation of public schools in Virginia are designed to ensure that an effective educational program is established and maintained in Virginia's public schools.
- The Standards of Quality, § 22.1-253.13:3 of the Code of Virginia, require the Board of Education to promulgate regulations establishing standards for accreditation.

2



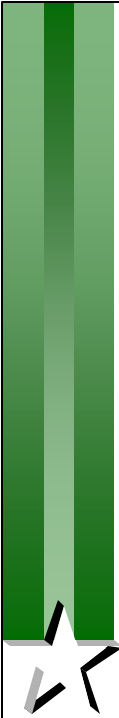
Part II: Philosophy, Goals, and Objectives

Each school shall have a philosophy, goals, and objectives that:

- **Are used to serve as a basis for the biennial school plan,**
- **Are consistent with the Standards of Quality, and**
- **Include measurable objectives to raise student and school achievement, improve attendance, reduce drop-out rates, and increase the quality of instruction.**

The school shall review annually whether it has met its goals and objectives.

3



Part III: Student Achievement Expectations

Promotion and retention policies:

- **Each student should learn the relevant grade level/course subject matter before promotion to the next grade.**
- **Schools shall use Standards of Learning test results in K-8 as a part of a set of multiple criteria for promotion/retention policies.**
- **Each student in middle and secondary schools shall take all applicable end-of-course Standards of Learning tests following course instruction.**
- **Schools may use the Standards of Learning test score in determining student's final course grade.**

4

Options for Completing High School

- Standard Diploma
- Advanced Studies Diploma
- Modified Standard Diploma
- Special Diploma
- Certificate of Program Completion

5

Standard Diploma Course Requirements

Discipline Area	Standard Units of Credit	Verified Units of Credit
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History & Social Sciences	3	1
Health & Physical Education	2	
Fine Arts or Practical Arts	1	
Electives	6	
Student Selected Test		1
TOTAL	22	6

6

Advanced Studies Diploma Course Requirements

Discipline Area	Standard Units of Credit	Verified Units of Credit
English	4	2
Mathematics	4	2
Laboratory Science	4	2
History & Social Sciences	4	2
Foreign Language	3	
Health & Physical Education	2	
Fine Arts or Practical Arts	1	
Electives	2	
Student Selected Test		1
TOTAL	24	9

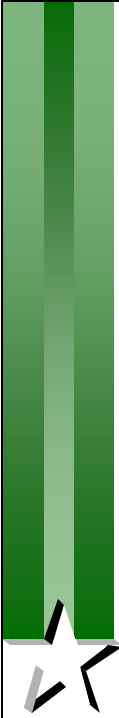
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Modified Standard Diploma Course Requirements

	Standard Units of Credit
English	4
Mathematics	3
Science	2
History and Social Science	2
Health and Physical Education	2
Fine or Practical Arts	1
Electives	6
Total	20

Students pursuing the Modified Standard Diploma must pass literacy and numeracy competency assessments prescribed by the Board.

8



Special Diploma and Certificate of Program Completion

- **Students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded Special Diplomas.**
- **Students who complete prescribed programs of studies defined by the local school board but do not qualify for diplomas shall be awarded Certificates of Program Completion.**

9



Awards for Exemplary Student Performance: Diploma Seals

- **Governor's Seal**
- **Board of Education Seal**
- **Board of Education's Career and Technical Education Seal**
- **Board of Education's Seal of Advanced Mathematics and Technology**
- **Seals or awards for exceptional academic, career and technical, citizenship, or other exemplary performance defined by the local school board**

10



Transfer of Credits: Standard Diploma

- 10th or the beginning of the 11th grade - four verified credits: one each in English, mathematics, history, and science
- 11th or the beginning of the 12th grade - two verified credits: one in English and one of the student's choosing
- Students transferring after 20 instructional hours per course of their senior year shall be given every opportunity to earn a diploma. DOE may grant waivers in accordance with Board guidelines.

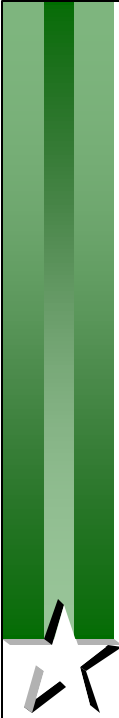
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Transfer of Credits: Advanced Studies Diploma

- 10th or the beginning of the 11th grade - six verified credits: two in English; one each in mathematics, history, and science; one of the student's choosing
- 11th or the beginning of the 12th grade - four verified credits: one in English and three of the student's choosing
- Students transferring after 20 instructional hours per course of their senior year shall be given every opportunity to earn a diploma. DOE may grant waivers in accordance with Board guidelines.

12



Elementary Schools

- Elementary schools shall provide a program of instruction in the Standards of Learning for English, mathematics, science, and history/social science.
- Elementary schools shall provide instruction in art, music, and physical education and health, and shall provide a daily recess as determined appropriate by the school.
- A minimum of 75% of the annual instructional time of 990 hours shall be in English, mathematics, science, and history/social science.
- Students who are not successfully progressing in early reading proficiency shall receive additional instruction.


13



Middle Schools

- Middle schools shall provide a program of instruction in the Standards of Learning for English, mathematics, science, and history/social science.
- Each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration.
- In the eighth grade, elective courses shall be available in a foreign language, health and physical education, fine arts, and career and technical exploration.
- Each student shall be provided 140 clock hours per year of instruction in each of the four disciplines of English, math, science, and history/social science.

14



Secondary Schools

The secondary school shall provide a program of instruction in the academic areas of English, mathematics, science, and history/social science to meet the graduation requirements.

The school shall offer opportunities to pursue studies in academics, fine arts, and career and technical areas including:

- Career and technical education choices to be a program completer in one of three or more occupational areas;
- Access to at least two advanced placement courses or two college-level courses for credit; and
- Opportunities to study and explore the fine arts.

15



Standard and Verified Units of Credit

Standard unit of credit:

- A minimum of 140 clock hours of instruction, and
- Successful completion of the requirements of the course.

Verified unit of credit:

- A minimum of 140 clock hours of instruction.
- Successful completion of the requirements of the course, and
- The achievement of a passing score on the end-of-course Standards of Learning test or a substitute test for that course.

16



Substitute Tests

The Board may approve additional tests for awarding verified credit:

- **The test must be standardized and graded independently of the school or school division in which the test is given;**
- **The test must be knowledge based;**
- **The test must be administered on a multistate or international basis; and**
- **The test must measure content that incorporates or exceeds the Standards of Learning content in the course for which verified credit is given.**

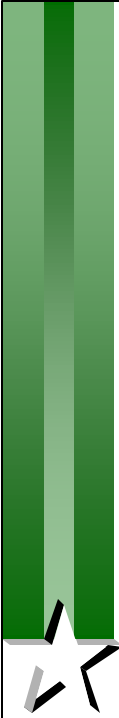
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Additional Flexibility: End-of-Course Tests

- **Expedited retakes – opportunities for students who have passed the course to retake the end-of-course test to earn a verified unit of credit.**
- **Locally awarded verified unit of credit (§1 bill, not in the SOA) – opportunities for students who have passed the course to earn a verified unit of credit.**

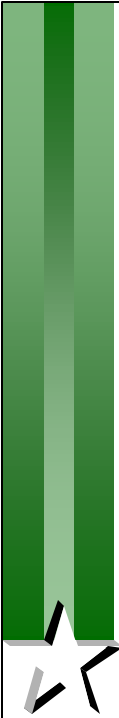
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Additional Flexibility: Accreditation

- **Remediation recovery – opportunities for students in K-8 to participate in a remediation program and then retake tests in English, mathematics, or both. In grades 9-12, the remediation recovery program applies to retakes of end-of-course Standards of Learning mathematics tests only.**

19




Dual Enrollment

Students shall be encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment):

- **The high school principal must give written approval;**
- **The college must accept the student for admission to the course or courses; and**
- **The course or courses must be given by the college for degree credits.**


20



Standard School Year and School Day

- The standard school year shall be 180 days.
- The standard school day for students in grades 1 through 12 shall average at least 5-1/2 hours, excluding breaks for meals, and a minimum of three hours for kindergarten.


21



Offsite Instruction

- Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance.
- Students may enroll in and receive a standard and verified unit of credit for supervised correspondence courses.
- Schools are encouraged to pursue alternative means to deliver instruction to accommodate student needs through emerging technologies and other similar means.

22



Part V: School and Instructional Leadership

Role of the Principal

- The principal is recognized as the instructional leader of the school and is responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources.

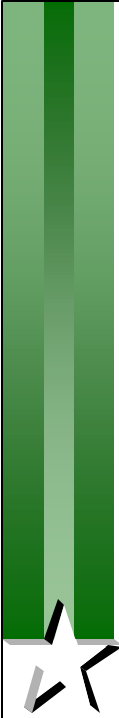
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Role of the Professional Teaching Staff

- The professional teaching staff shall be responsible for providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy, which is conducive to learning, and in which all students are expected to achieve the objectives of the Standards of Learning for the appropriate grade level or course.

24

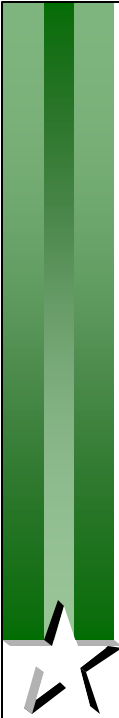


Staffing Requirements

Staffing requirements in the SOA mirror those in the Standards of Quality for:

- Principals
- Assistant principals
- Librarians
- Guidance counselors
- Clerical support

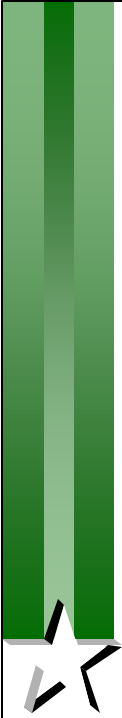
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Part VI: School Facilities and Safety

- Each school shall be in compliance with USBC, and shall have regular safety, health, and fire inspections.
- Each school shall have contingency plans for emergencies and staff certified in CPR, the Heimlich maneuver, and emergency first aid.
- The physical plant shall be accessible, barrier free, safe, and clean.
- There shall be suitable space for classrooms, library and media services, and physical education.
- There shall be adequate, safe, and properly-equipped laboratories for science, technology, fine arts, and career and technical programs.

26

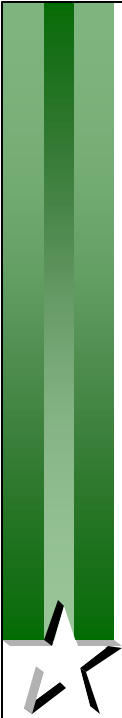


Part VII: School and Community Communications

Each school shall:

- **Involve parents and the community in developing the biennial school plan; on advisory committees; in curriculum studies; and in evaluating the educational program;**
- **Provide annually to the parents and the community the School Performance Report Card;**
- **Cooperate with business and industry in formulating career and technical educational programs; and**
- **Encourage and support the parent-teacher association or other organization and work cooperatively with it.**

27

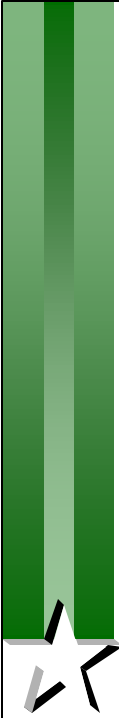


Communications with Parents

Each school shall provide to parents or guardians:

- **The learning objectives to be achieved at their child's grade level or a copy of the syllabus for each of their child's courses, and a copy of the school division promotion, retention, and remediation policies;**
- **A copy of the Standards of Learning applicable to the child's grade or course requirements and the approximate date of the child's next SOL testing;**
- **An annual notice of the requirements for Standard, Advanced Studies, and Modified Standard Diplomas.**

28



Part VIII: School Accreditation

Schools are accredited annually based on compliance with pre-accreditation eligibility requirements and results of student performance on the Standards of Learning tests.

The principal and division superintendent shall certify:

- The extent to which each school continues to meet standards
- That the Standards of Learning have been fully incorporated into the school division's curriculum
- Actions taken to correct any noncompliance issues cited in the previous year.

29



Biennial Plan

- In keeping with provisions of the Standards of Quality, and in conjunction with the six-year plan of the division, each school shall prepare and implement a biennial school plan which shall be available to students, parents, staff and the public.
- Each biennial school plan shall be evaluated as part of the development of the next biennial plan.

30



Accreditation Ratings

- **Fully Accredited** - its eligible students meet the pass rate of 70% in each of the four core academic areas except the pass rates required shall be 75% in third and fifth grade English and 50% in third grade science and history/social science.
- **Accredited with Warning** in (specific academic area or areas) - it does not meet the pass-rate requirements to be Fully Accredited. For 2005-06 and beyond, a school will be Accredited with Warning if it has achieved Fully Accredited status but has failed to meet the requirements to maintain that status in any one year. Following 2005-06, such a school may remain in the Accredited with Warning status for no more than three consecutive years.

31



Accreditation Ratings

- **Accreditation Denied** – (academic years 2005-06 and beyond) - it fails to meet the requirements to be rated Fully Accredited, except for schools rated Accredited with Warning as set forth above.
- **Accreditation Withheld/Improving School Near Accreditation** (beginning in 2005-06 and ending in 2008-09) - it has never met the requirements to be rated Fully Accredited but meets the following criteria:
 - ✓ 70% of its students must have passed the English SOL tests (75% in third and fifth grade).
 - ✓ 60% of its students must have passed the SOL tests in the other three core academic areas.
 - ✓ The pass rate must have increased by 25 percentage points compared 1998-99.

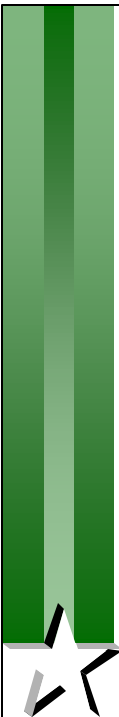
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Actions Required for a School Accredited with Warning

- Schools rated Accredited with Warning must undergo an academic review in accordance with Board guidelines.
- Any school that is rated Accredited with Warning in English or mathematics must adopt an instructional method with a proven track record of success at raising student achievement.
- A three-year School Improvement Plan must be developed and implemented, based on the results of an academic review.

33



Recognitions for School Accountability

Schools may be recognized by the Board by:

- Public announcements recognizing individual schools;
- Tangible rewards;
- Waivers of certain board regulations;
- Exemptions from certain reporting requirements; or
- Other commendations deemed appropriate to recognize high achievement.

34



Waivers and Special Provisions

- **Waivers may be granted by the Board of Education based on submission of a request from the local school division, except no waiver may be granted to the requirements of Part III, Student Achievement.**
- **The Board of Education may enact special provisions related to the administration and use of any Standards of Learning test for any period during which the content in that area is being revised and phased in.**
- **Any school in violation of this chapter shall be subject to appropriate action by the Board of Education including, but not limited to, the adjustment or withdrawal of a school's accreditation.**

Board of Education Agenda Item

Item: _____ L. _____

Date: _____ April 20-21, 2005 _____

Topic: Informational Briefing and Discussion: Teacher Licensure Regulations

Presenter: Dr. Thomas Elliott, Assistant Superintendent for Teacher Education and Professional Licensure

Telephone: 804/371-2522

E-mail: Thomas.Elliott@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

____ Board review required by

____ State or federal law or regulation

____ Board of Education regulation

____ Other: Board of Education By-laws

____ Action requested at this meeting

X Action requested at future meeting: At a date to be determined, the Board of Education will adopt revised licensure regulations

Previous Review/Action:

____ No previous board review/action

____ Previous review/action: Board approved Notice of Intended Regulatory Action to initiate regulatory process

date: January 2005

action: Approved NOIRA

Background Information: Section 21-298 of the *Code of Virginia* requires that the Board of Education prescribe the requirements for licensure of teachers by regulation. The last comprehensive review of the *Regulations Governing the Licensure of School Personnel* was conducted in the mid-1990s with regulations becoming effective July 1, 1998. The regulations need to be revised based on federal and state legislation as well as to address recommendations to clarify and change requirements for licensure.

Summary of Major Elements: In January 2005, the Board of Education approved a Notice of Intended Regulatory Action for revising the teacher licensure regulations. The NOIRA document stated the following:

The *Code of Virginia* requires that the Board of Education prescribe the requirements for licensure of teachers by regulation. Amendments to the *Regulations Governing the Licensure of School Personnel* are needed to respond to enactments of federal and state laws and recommendations for changes in the licensure requirements for school personnel.

A comprehensive review of the licensure regulations will be conducted. The regulations in their entirety will be examined, including reading, school leadership, special education, middle grades (6-8), endorsement titles and requirements, license renewal, and a multi-tiered licensure system. The visiting teacher endorsement will be recommended to be discontinued. The definition of the local eligibility license will be aligned with amendments to federal legislation and the *Code of Virginia*.

The licensure regulations must be amended to reflect a *Code of Virginia* amendment and reenactment of Section 22.1-298. This amendment requires that “on and after July 1, 2004, persons seeking initial licensure or license renewal as teachers complete study in child abuse recognition and intervention, curriculum guidelines for which shall be developed by the Board of Education in consultation with the Department of Social Services.

It is important to note that, since the NOIRA was announced, the Board of Education has established the Special Committee to Study and Make Recommendations Relative to Teacher Licensure Assessment. The committee’s work and deliberations are now under way. The committee is expected to make recommendations in the near future. Therefore, the Board is requested to review the committee’s recommendations prior to discussing the assessment requirements contained in the licensure regulations.

Superintendent's Recommendation: N/A

Impact on Resources: N/A

Timetable for Further Review/Action: During the coming months, the Board of Education will receive the recommendations of the Special Committee, review and approve proposed revisions to the licensure regulations, public hearings will be held, and final regulations will be adopted.

Board of Education Agenda Item

Item: _____ M. _____

Date: April 20-21, 2005

Topic: Informational Briefing and Discussion: Approved Program Regulations

Presenter: Dr. Thomas Elliott, Assistant Superintendent for Teacher Education and Professional Licensure

Telephone: 804/371-2522

E-mail: Thomas.Elliott@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

____ Board review required by

____ State or federal law or regulation

____ Board of Education regulation

____ Other: _____

____ Action requested at this meeting

X Action requested at future meeting: At a date to be determined, the Board of Education will adopt revised licensure regulations

Previous Review/Action:

____ No previous board review/action

____ Previous review/action: Board approved Notice of Intended Regulatory Action to initiate regulatory process

date: January 2005

action: Approved NOIRA

Background Information: The *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* is a two-part document providing 20 standards that govern the review of the professional education unit, indicators of achievement of each standard, and a manual of procedures for the implementation of the standards and the review of endorsement programs.

Summary of Major Elements: In January 2005, the Board of Education approved a Notice of Intended Regulatory Action (NOIRA) for revising the approved program regulations. The NOIRA document stated the following:

A set of proposals aligning revisions to the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*, will be presented to the Advisory Board on Teacher Education and Licensure in March of 2005. Revisions will focus on development of procedures to ensure implementation of recommendations generated by the Commission to Review, Study, and Reform Educational Leadership's Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders. Additionally, implementation procedures will be developed to more clearly align accountability measures for Virginia's 37 approved teacher preparation programs with state and federal requirements.

The review of endorsement programs centers on the competencies set forth by the licensure regulations. Higher education institutions must provide evidence that demonstrates that the competencies are met.

Superintendent's Recommendation: N/A

Impact on Resources: N/A

Timetable for Further Review/Action: During the coming months, the Board of Education will review and approve proposed revisions to the approved program regulations, public hearings will be held, and final regulations will be adopted.

Board of Education Agenda Item

Item: _____ N. _____

Date: _____ April 20-21, 2005 _____

Topic: Board of Education's Six-Year Plan: 2003-2008: Accomplishments to Date

Presenter: Mrs. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone: 804/ 225-2403

E-mail: Anne.Wescott@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

____ Board review required by

X State or federal law or regulation

____ Board of Education regulation

____ Other: Board of Education By-laws

X Action requested at this meeting: Revise and update the priorities for the Comprehensive Plan (Six-Year Plan)

____ Action requested at future meeting:

Previous Review/Action:

____ No previous board review/action

____ Previous review/action:

date: January 12, 2005

____ action: Received report on the requirements in the Code of Virginia regarding the Board of Education's six-year plan

Background Information: The Board of Education's *Six-Year Plan: 2003-2008*, which was adopted in January 2003, contains six priorities and a timeline for implementing various activities or programs to carry out the priorities. The full text of the plan is attached, beginning on page 8.

The Standards of Quality, as amended by the 2005 General Assembly (effective July 1, 2005), establishes the requirement that Board of Education adopt a comprehensive, long-range plan. In the past, the Standards of Quality required the Board of Education to develop a *six-year* plan. The amended language calls for a *comprehensive, long-range* plan.

The 2005 amendments to the Standards of Quality are shown as follows:

§ 22.1-253.13:6. Standard 6. Planning and public involvement.

A. The Board of Education shall ~~revise, extend and adopt biennially~~ a statewide ~~six-year comprehensive, unified, long-range plan that based on data collection, analysis, and evaluation.~~ Such plan shall be developed with statewide participation. ~~The Board shall review the plan biennially and adopt any necessary revisions.~~ The Board shall post ~~such~~ the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, *including strategies for improving student achievement then maintaining high levels of student achievement*; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide ~~six-year comprehensive~~ plan have been met. The Board shall also develop, consistent with, *or as a part of*, its ~~six-year comprehensive~~ plan, a detailed ~~six-year comprehensive, long-range~~ plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the ~~six-year comprehensive~~ plan for educational technology and may require the revision of such plan as it deems necessary...

The Board of Education's *Six-Year Plan: 2003-2008* was adopted in January 2003 and is currently in effect. The Board of Education's current objectives (the term *priorities* was used in the six-year plan document) are as follows:

Priority 1: The Board of Education will strengthen Virginia's public schools by providing challenging academic standards for all students.

Priority 2: The Board of Education will enhance the foundation program and the quality standards for public education in Virginia.

Priority 3: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers and administrators.

Priority 4: The Board of Education will support accountability and continuous improvement in all schools.

Priority 5: The Board of Education will assist teachers to improve the reading skills of all students, especially those at the early grades.

Priority 6: The Board of Education will provide leadership for implementing the provisions of the *No Child Left Behind Act* smoothly and with minimal disruption to local divisions.

Summary of Major Elements: In addition to detailing the Board of Education's priorities, the *Six-Year Plan: 2003-2008* contains timelines and activities related to implementing the various components of the priorities.

Since the six-year plan was adopted in January 2003, many of the activities associated with the priorities have been completed or are now substantially underway. A listing of the highlights of accomplishments related to the plan's implementation is attached (beginning on page 4).

It is important to note that the Board of Education's comprehensive plan should be viewed along with two additional documents: (1) the Board of Education's annual report on the condition and needs of the public schools; and (2) the *Six-Year Plan for Technology: 2003-2009*. Together, the documents provide a comprehensive view of the Board's objectives for the public schools, the condition and needs upon which the objectives are based, and the future direction and needs of our system of public education.

The Board of Education's latest annual report on the condition and needs of the public schools was adopted in November 2004 and may be viewed on the Web at: http://www.pen.k12.va.us/VDOE/VA_Board/annualreport2004.pdf. During the fall of 2005, the Board of Education will review and adopt the 2005 annual report.

The Board of Education's *Six-Year Plan for Technology: 2003-2009* was adopted in April 2003 and may be viewed at: <http://www.pen.k12.va.us/VDOE/Technology/OET/resources.shtml#etp>

In addition, the Career and Technical Education Program (CTE) has a comprehensive state plan that is approved by the US Department of Education (USED). The current CTE plan was approved in 2000 for a four-year period from July 1, 2000, to June 30, 2004. USED extended the approval, with revisions, in 2004. Pending additional information from USED, the CTE Plan will be revised and updated in 2005-2006.

Superintendent's Recommendation: N/A

Impact on Resources: N/A

Timetable for Further Review/Action: Based upon the Board of Education's discussion and decisions at the April Planning Session, Department of Education staff will draft a revised and updated Comprehensive Plan and will submit it for review and adoption by the Board of Education. The specific timetable will be determined by the Board of Education.

BOARD OF EDUCATION'S SIX-YEAR PLAN: 2003-2008

ACCOMPLISHMENTS TO DATE

Priority 1: The Board of Education will strengthen Virginia's public schools by providing challenging academic standards for all students.

Highlights of recent Board of Education actions include:

- Initiated the process to revise and update the Computer Technology Standards of Learning for Grades K through 12.
- Approved the list of K-5 Reading textbooks and Science textbooks and instructional materials recommended for state adoption.
- Approved the list of textbooks for 6-12 English and Literature, K-12 Mathematics, and Foreign Language.
- Worked to expand Career and Technical opportunities for students through the Early College Scholars Program, which enables students in their junior or senior year to complete their high school diploma and concurrently earn a semester's worth of credits that can be used towards a college degree, and the Path to Industry Certification program, which provides high school seniors an opportunity to earn their high school diploma and complete technical preparation and industry certification by enrolling in tuition-free training at a Virginia community college immediately following graduation.
- Adopted the *Educational Technology Plan for Virginia 2003-09*.
- Supported the Department of Education's efforts to establish a state-level education information management system (EIMS) that will enable the Virginia Department of Education (VDOE) to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information.

Priority 2: The Board of Education will enhance the academic program and the quality standards for public education in Virginia.

Highlights of recent Board of Education actions include:

- Presented amended Standards of Quality at the 2004 and 2005 sessions of the General Assembly. Many of the amendments prescribed by the Board were adopted and funded by the legislature, including provisions for five elementary resource teachers per 1,000 students; one support technology position per 1,000 students the first year, and one support technology position and one instructional technology position per 1,000 students the second year; one quarter of the daily planning period for teachers at the middle and high school level the first year, and the full daily planning period for teachers at the middle and high school levels the second year.
- Adopted criteria and procedures for conducting division-level academic reviews and improved the procedures used in conducting school-level reviews.
- Within the past three years, the Board has completed the revision or repeal process or is in the process of revising a total of thirty (30) of its regulations.
- Established a Board of Education committee to study and recommend actions to improve programs for English as a Second Language (ESL) students.

- Revised the criteria and established a standing committee of the Board of Education to review charter school applications, consistent with existing state law.
- Initiated setting the criteria and a process for approval of private educational management companies to provide services to Virginia schools.
- Approved the Stanford English Language Proficiency test and certain locally developed and/or selected instruments to measure the English language proficiency of Limited English Proficient students.
- Approved the criteria and process for adopting instructional methods or models/programs that have been proven to be effective in assisting schools accredited with warning in English or mathematics.
- Received and has under advisement the recommendations from the joint committee to study feasibility of developing a curriculum for nutrition and exercise for K-12 students.

Priority 3: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers and administrators.

Highlights of recent Board of Education actions include:

- Adopted criteria for the alternate route program for highly qualified teachers.
- In the process of adopting (final review scheduled for April) criteria for the for highly qualified special education teachers.
- Established the Special Committee of the Board of Education to Study and Make Recommendations Relative to Teacher Licensure Assessments.
- Adopted a recommendation of the Advisory Board for Teacher Education and Licensure to set a cut-score of 165 for the *School Leaders Licensure Assessment (SLLA)* to be effective July 1, 2005, for principals and assistant principals.
- Participated in developing a regional cooperative for teacher licensing.
- Formed a consortium of surrounding states to create the Meritorious New Teacher Candidate designation for graduates of approved teacher education programs to provide a symbol of excellence to be noted on the initial license of exceptionally well-prepared and high-performing new teachers.
- Established Proficiency Levels for the American Council on Teaching Foreign Languages (ACTFL) Oral Proficiency Interview and Writing Proficiency Test.
- Supported efforts to attract, train, and retain skilled and diverse teachers through the Teacher Quality Enhancement project. Highlights of this comprehensive program include:
 - ✓ Sponsoring the Great Virginia Teach-In in 2004 and again in 2005.
 - ✓ The STEP program, which help teacher education programs ensure that their graduates know their subjects, know how to teach their subjects, and know how to assess student learning.
 - ✓ The Praxis I Tutorial Assistance Program for prospective teachers who have not achieved passing scores on Praxis I;
 - ✓ Incentive-based funding for teacher preparation programs to help increase the number of teacher education graduates in the state's critical shortage areas, particularly mathematics, chemistry, earth science, reading, Spanish, middle grades, library media, music education, special education, technology education, and English;
 - ✓ The Teacher Mentoring Pilot Program encourages school divisions to adopt proven,

- research-based teacher mentoring and/or induction programs in accordance with their instructional needs and circumstances;
- ✓ The proposed multi-tiered licensure system to establish standards of what teachers should know and be able to do at different stages of their professional careers;
- ✓ Performance based assessments for transitioning through three proposed teaching tiers: Teacher, Career Teacher, and Teacher Leader; and
- ✓ Teachers of Promise, which provides prospective teachers with an exemplary professional development experience and mentors during their first year in the classroom.

Priority 4: The Board of Education will support accountability and continuous improvement in all schools.

Highlights of recent Board of Education actions include:

- Sought and received new authority that modifies the current school compliance process within the Standards of Quality to authorize the Board of Education to require an academic review of any school division that, through the school academic review process, fails to implement the SOQ. The new provisions also require the reviewed school division to submit for approval by the Board a corrective action plan setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Four local divisions have signed memoranda of understanding and are undergoing the division-level review.
- Established the Committee on Lowest-Performing School Systems to study the needs and recommend ways to assist the lowest performing school systems in the state.
- Established the Plain English and Mathematics test as a substitute test of numeracy for certain students with disabilities who are pursuing the Modified Standard Diploma.
- Established or revised cut scores for the following tests:
 - ✓ History Standards of Learning tests based on the 2001 standards revision
 - ✓ Workkeys: Reading for Information, Workkeys: Applied Mathematics, and ACT: EXPLORE as substitute tests for the literacy and numeracy requirements of the Modified Standard Diploma
 - ✓ “Plain English” Standards of Learning Mathematics tests for grades 3, 5, and 8
 - ✓ Reading subtest of the Stanford English Language Proficiency Test when used as a substitute for the Standards of Learning grade 3 English test and the grade 5 and 8 Standards of Learning reading tests

Priority 5: The Board of Education will assist teachers to improve the reading skills of all students, especially those at the early grades.

Highlights of recent Board of Education actions include:

- Established a reading assessment for elementary for elementary preK-3 and preK-6 teachers and special education teachers, and reading specialists. This test is now being administered to new licensure candidates. (In June 2004, the Board of Education modified its policy to exempt from the required assessment teachers of early childhood special education, teachers of students with severe disabilities, and speech language pathologists.)
- Established the Advisory Board on Adult Education and Literacy.

- Received the document developed by the Department of Education entitled *Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics*. This document was in response to the 2004 Appropriation Act, which included language for the At-Risk Four-Year-Old Program (Virginia Preschool Initiative) requiring the Department of Education, in cooperation with the Council on Child Day Care and Early Childhood Programs, to establish academic standards that are in accordance with appropriate preparation for students to be ready to successfully enter into kindergarten.

Priority 6: The Board of Education will provide leadership for implementing the provisions of the *No Child Left Behind Act* (NCLB) smoothly and with minimal disruption to local school divisions.

Highlights of recent Board of Education actions include:

- Developed and implemented an achievement recognition award for Title I schools for local school divisions that exceed adequate yearly progress (AYP) requirements.
- Approved criteria for High Objective Uniform State Standard of Evaluation (HOSSE) for Virginia.
- Negotiated with the U.S. Department of Education (USED) regarding regulations limiting the number of students with disabilities whose proficient score on state assessments based on alternate achievement standards could be counted in calculating AYP. In Virginia, this is the Virginia Alternate Assessment Program (VAAP). The limit set by USED is one percent of the students tested at the applicable grade levels. Under the provision that permits states to request an exception to this cap, the Board negotiated at 1.13 percent cap.
- Modified the process for calculating and reporting the AYP status of “small n schools,” which are those schools with 50 or fewer students enrolled in the tested grades or courses.
- Adopted the guidelines for sanctions/corrective actions for school divisions in improvement status, as required by the *No Child Left Behind Act of 2001*. While no school divisions in Virginia are in this situation, current guidance from the U.S. Education Department suggested that states also must address sanctions for school divisions not receiving Title I funds.
- Submitted to the US Education Department (USED) amendments and requests for additional flexibility in the form of specific waiver requests as allowed under the federal provision that permits states or localities to request, and the U.S. Secretary of Education to approve, waivers to requirements in NCLB statute or regulations.

BOARD OF EDUCATION SIX-YEAR PLAN: 2003-2008

Quality, in education or any other field, is the result of research, planning, preparation, commitment, and investment.

Governor Mark R. Warner
Address to the Board of Education
May 23, 2002

More important than any single year's test results is the trend over several years, and when you look at the performance of Virginia students over the past six years both on national indicators, such as the National Assessment of Educational Progress and SAT, as well as on Virginia's own Standards of Learning tests, it is clear that the overall trend in student achievement is upward. We need to continue the improvement, especially focusing on the foundational skill of reading, where the progress of the past six years has not been nearly as substantial as it should be.

Mark C. Christie
President
Virginia Board of Education

The rewards education provides for each student in our public schools are vitally important to our society in a new and increasingly complex century. We must continue to strive to meet the educational needs of all students in the commonwealth now and in the future.

Jo Lynne DeMary
Superintendent of Public Instruction

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Board of Education Priorities for 2003-2008

Priority 1: We will strengthen Virginia's public schools by providing challenging academic standards for all students.

Priority 2: We will enhance the foundation program and the quality standards for public education in Virginia.

Priority 3: We will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers and administrators.

Priority 4: We will support accountability and continuous improvement in all schools.

Priority 5: We will assist teachers to improve the reading skills of all students, especially those at the early grades.

Priority 6: We will provide leadership for implementing the provisions of the *No Child Left Behind Act* smoothly and with minimal disruption to local school divisions.

BOARD OF EDUCATION SIX-YEAR PLAN: 2003-2008

During the past several years, thousands of teachers and administrators across Virginia have been engaged in the process of bringing more rigorous academic standards to life for the 1.2 million students enrolled in our public schools. Classroom teachers and educators continue to be involved in every step of Virginia's school improvement and accountability process. Working together with the governors and the General Assembly, Virginia's education leaders have shown that hard work, high expectations, and the right standards can pay off in what really matters for our public schools—higher student achievement.

Virginia's governors and the General Assembly have provided additional funding for education initiatives through every recent budget cycle. This support has been critical to the recent success of students enrolled in Virginia's public schools. This investment amounts to \$7.9 billion in state general fund direct aid for K-12 education for the current biennium. For the coming budget cycle, the state will be challenged by tight budgets and limited resources, but the commitment to public education remains a strong public priority.

Previous Six-Year Plan: 1996-2002

Much was accomplished during the years covered by the Board of Education's six-year plan for 1996-2002. The priorities set by the Board for 1996-02 have been met. The Board's priorities for 1996-2002 were as follows:

- We will implement higher standards of academic excellence.
- We will institute a comprehensive student assessment program.
- We will revise the *Standards of Accreditation* to reflect Virginia's new focus on public accountability for Virginia's public schools.
- We will support accountability for Virginia's schools by developing and distributing a school Report Card for use by parents, communities, and policy makers.

During the past six years, the Board of Education has worked to fine-tune the strategies used to implement the priorities. Adjustments were made in the implementation of some of the specific strategies to make programs stronger and more flexible and appropriate to the needs of school divisions.

The members of the Board of Education intend to continue the progress that schools and students have shown in recent years. On several measures, Virginia's students are achieving at higher levels, compared to their peers in the rest of the nation. Our schools are not yet where we want them to be in terms of student achievement, and we have a lot of work still to do. But we are on the right track and are headed in the right direction.

The Six-Year Plan: 2003-2008

Building upon the achievements under the previous six-year plan, the *Six-Year Plan: 2003-2008* will serve as the long-term template to guide the changes needed to achieve a statewide education system of high quality. It will provide the framework for resources, policy development, and accountability that will ensure that the state and its citizens receive maximum benefits from Virginia's enormous investment in education.

It is important that the *Six-Year Plan: 2003-2008* be viewed along with two additional documents: The Board of Education's annual report on the condition and needs of the public schools and the *Six-Year Plan for Technology*. Together, these three documents provide a comprehensive view of the Board's six-year priorities, the condition and needs upon which the priorities are based, and the future direction and needs of our system of public education.

In addition, it is important to note that the Board of Education's priorities and performance targets for Virginia's public schools are embedded throughout the provisions of the Standards of Quality, the Standards of Accreditation, and the Standards of Learning. These and other key policy and regulatory documents of the Board of Education may be viewed on the Department of Education's Web site: www.pen.k12.va.us. The *No Child Left Behind Act of 2001* also contains performance expectations for the state and for the school divisions and the individual schools within the divisions.

The Vision

The vision of the Board of Education and the Superintendent of Public Instruction is to ensure through high academic standards and accountability that an effective educational program is established and maintained in Virginia's public elementary, middle, and secondary schools.

The Mission

The primary mission of Virginia's public education system is to educate students in the fundamental knowledge and academic subjects that they need to become capable, responsible, and self-reliant citizens. Therefore, the mission of the Board of Education and the Superintendent of Public Instruction, in cooperation with local school boards, is to increase student learning and academic achievement.

Virginia's Progress:

Improvement in Math Dramatic; Reading Gains Insufficient

The significant improvement in statewide Standards of Learning scores in 2002 is a notable indicator of success. Students posted gains in the passing rates on all of the high school Standards of Learning tests taken to earn verified units of credit towards a high school diploma. Students achieved pass rates of 70 percent or more on each of the 12 high school-level tests, which are administered at the end of the corresponding courses. Pass rates exceeded 80 percent on four of the tests, including pass rates of 86 percent on the reading and writing tests. Virginia students' results improved on 23 of the 28 Standards of Learning tests given in elementary, middle, and high schools. In 1997-98, the first year Standards of Learning tests were given, only five of the 27 (a world geography test was added after the program began) Standards of Learning tests administered had passing rates of 70 percent or higher.

More important than any single year's test results is the trend over several years. The latest Standards of Learning results continue what is now several years of steadily improving student achievement across all grades and in all subject areas.

In 2000, Virginia students made significant gains on the National Assessment of Educational Progress (NAEP) mathematics test. The NAEP is often referred to as the "Nation's Report Card." The performance of Virginia's students on 2000 mathematics test is even more significant when compared to the last NAEP mathematics test given in 1996, just as the Standards of Learning program was starting. In 2000, Virginia fourth graders made the *second-greatest* improvement in the nation, and eighth graders made the *third-greatest* improvement in the nation. Except for the 1996 eighth-grade mathematics score (which was one point below the nation), Virginia students' scores in the NAEP mathematics tests have exceeded the national average in every year tested.

Results released in 2001 for the Stanford 9 tests show that, across the three grades tested, fall 2001 achievement was at or above the national average in 31 (94%) of the 33 *Stanford 9* subtests and content area totals. However, the statewide Stanford 9 tests show that results are not improving in several areas: sixth-grade reading, ninth-grade mathematics, and ninth-grade reading scores have remained flat for the past three years.

Results for the 2002 SAT-I show that the average mathematics score of Virginia seniors rose 5 points over 2001. Since 1997, the average SAT mathematics score of Virginia seniors has increased by 9 points. The average score of Virginia seniors on the verbal portion of the SAT-I test was 6 points higher than the national average in 2002. Since 1997, the average score of Virginia seniors on the verbal portion of the SAT-I has increased by 4 points. The verbal scores on the SAT-I lag behind the scores for mathematics. Addressing this lag in verbal scores on the SAT poses a challenge for our public schools.

In 2002, the number of Virginia high school students who took Advanced Placement (AP) examinations jumped to the highest-ever level, rising slightly more than 10 percent over the previous year. The number of these exams taken by Virginia students who scored high enough to be qualified for college credit also rose significantly. The performance of students on the AP exams is considered a key measure of a state's success in raising student achievement. More detailed information about state and national test results is contained in the Board of

Education's 2002 *Annual Report on the Conditions and Needs of the Public Schools in Virginia* and from the Department of Education's assessment Web page:
www.pen.k12.va.us/VDOE/Assessment/home.shtml

When considered in combination with similar positive trends on national tests such as the SAT-I, it is clear that the Standards of Learning reform is working to raise the achievement levels of Virginia students. The Standards of Learning program has brought accountability and a new focus on student achievement – and it is paying off for our students.

The Challenges Ahead

Virginia's public schools are at a pivotal point in their history. The gratifying progress seen so far should not obscure the challenges that remain. The Board of Education's school improvement efforts have been in place long enough that we can see not only results, but also the most persistent needs and problems.

Taking into account five years of Standards of Learning test results, as well as national indicators such as SAT and NAEP, it appears that the progress of Virginia students in mathematics has been nothing short of dramatic. For example, the SAT-I mathematics scores are up nine points since 1997. NAEP mathematics scores in 2000 showed strong gains as well. However, student's progress in reading has not matched their progress in mathematics. SAT verbal scores have improved by only four percentage points since 1997. Stanford 9 scores have shown some forward movement in reading, but not enough. Standards of Learning scores show that at Grade 3, the reading pass rate has improved by 17 percentage points over the past five years, but more than one in four children still cannot pass the Grade 3 reading test. In Grade 8, by which time children should be proficient readers, nearly one in three still fail the Standards of Learning reading test.

The lack of more substantial progress in reading is unacceptable, especially given the significant financial resources that the Commonwealth of Virginia has devoted over the past six years to programs such as K-3 class-size reduction, the Early Reading Intervention Program, pre-K programs (both state and federally funded), not to mention federal financial resources for Head Start and Title I. As a commonwealth, we need to do a better job of teaching children to read. The Board recognizes this need, and has conducted a thorough study of reading instruction for the better part of 2002 and will continue that study into 2003. Among the issues being studied is teacher training in reading instruction and how teaching strategies and methods can be improved.

While the results for Virginia's students are encouraging, the challenge for 2003 and for the years to come is to maintain our forward momentum by deepening our commitment to student achievement and school accountability and to attracting, retaining, and training a work force of highly qualified teachers. These challenges occur in an era of a restricted state budget and increasing diversity in our student population. These factors, and others, combine to place increasing stress on our communities in terms of human and fiscal resources.

Another challenge to helping students master the content of the Standards of Learning is the troubling achievement gap that persists among various groups at all grade levels. For example, while significant improvements are gained each year, the pass rates on the Standards of Learning

tests for minority students, limited English proficiency (LEP) students, and students with disabilities still lag behind their peers in every grade level tested. Similarly, there are achievement gaps among school divisions and among schools within divisions.

Moreover, in setting the quality standards for our schools, the members of the Board of Education are mindful that their focus must be on helping young people to learn the skills they need to get ahead in a changing economy. The key to learning to read is the literacy level of a child's parents, but approximately 700,000 adult Virginians have not completed high school, and another one million have finished high school but are deficient in one or more basic skill areas. Today's job market increasingly demands skilled workers. That means we must also focus efforts on career and technical training and on adult education and literacy.

We still have a long way to go to fulfill the promise of high academic achievement for all children enrolled in the public schools, but Virginia's school improvement efforts are most certainly headed in the right direction.

Enrollment projections and demographic trends for Virginia's schools

The school membership projections made by the Weldon Cooper Center for Public Service at the University of Virginia are used by the Virginia Department of Education for planning purposes. The projections show the number of students who will be attending public schools for the next five years. New five-year projections are made each year and are usually posted in March.

According to the statistics released by the Weldon Cooper Center, enrollment in Virginia's public schools will continue to increase slowly during the next several years. In the fall of 2001, a total of 1,147,673 students were enrolled in Virginia's public schools. The enrollment for the fall of 2002 is projected to be 1,154,278. Between 2000 and 2006, enrollment is projected to grow by 18,442 to a total of 1,166,115 students. This amounts to a 1.6 percent increase in six years.

The following information points to some of the demographic trends, including enrollment projections and general trends for the future. This information is important because it indicates the needs of schools and students now and in the near future—a future for which we must be prepared. A major trend seen in the demographic data is that Virginia's schools can expect to experience continued growth in the enrollment of the limited English proficient population and of students living in low-income households.

General population: (US Bureau of the Census)

- Portions of the U.S. population expected to increase at a rate faster than the general population growth rate are:
 - ✓ Illegal immigrants;
 - ✓ Non-English speaking immigrants (especially Asian and Hispanic);
 - ✓ Individuals 65 years of age and older; and
 - ✓ Individuals and families with incomes below the poverty level.
- In 2000, more than a fourth of all Virginia households that contained parents and their children were headed by a single parent.
- Thirty-one percent of students in Virginia are eligible for free and reduced-price lunch.

General employment: (Virginia Employment Commission)

- The unemployment rate for high school graduates with no college education was 5.4 percent. For persons with less than a high school education, the unemployment rate was 9.8 percent.
- According to the 2000 Census, there are 700,000 Virginians without high school credentials who can benefit from adult education.

Limited English proficient student enrollment: (Virginia Department of Education)

- In Virginia, limited English proficient (LEP) students increased approximately 300 percent during the past 10 years. Seventy-six percent of Virginia's school divisions have LEP students enrolled, and the total statewide enrollment of LEP students has increased by 16 to 18 percent in each of the past three years.
- In Virginia in 2001, 50,543 Hispanics are of school age.
- The highest number of LEP students live in the Northern Virginia region. Approximately 75 percent of Virginia's LEP school population is enrolled in a school division located in Northern Virginia.
- The second highest percentage of LEP enrollment is in Harrisonburg. Galax now has the sixth highest percentage of LEP students, and the Richmond area — especially Henrico — is gaining fast. Virginia's census figures show that the rapid growth trend will continue for the foreseeable future.

Teacher supply and demand: (Virginia Department of Education)

- The predicted teacher supply for Virginia shows that the teaching force is expected to shrink by 4 percent between the years 2000 and 2015; however, the student enrollment in the public schools is expected to grow by 4 percent during that same time period. Thus, the supply of teachers is going down, while the student population is going up.
- For 2001-02, the last year for which data are available:
Total instructional personnel statewide (teachers, administrators, etc.): 94,236.
Total classroom teachers: 88,609
Total teaching positions filled by unendorsed individuals or unfilled: 4,136 (4.4 percent of the total full-time equivalent positions), nearly triple the number in 1999.
- The most acute teacher shortages in Virginia are in special education, science, (Earth science, space science, and chemistry) and mathematics. Mathematics is the area of most severe shortage. Thirteen percent of Virginia's special education teachers are not fully licensed, with some areas as high as 62 percent.
- The number of minority teachers in Virginia continues to decline. Nationally, by the year 2005 the number of minority teachers will decrease from 13 percent to five percent. Virginia's teaching force follows this same trend.

Board of Education Priorities for 2003-2008

Priority 1: We will strengthen Virginia's public schools by providing challenging academic standards for all students.

In the final analysis, all aspects of the education system will be judged by their impact on the bottom line— student achievement. Critically important steps were initiated and implemented under the priorities set forth in the previous six-year plan. The Board of Education established what every student is expected to know and be able to do (the Standards of Learning), and implemented a statewide program to measure student progress toward meeting the standards (the Standards of Learning assessment program). The Board then set the performance levels for students and for schools (graduation requirements and accreditation ratings). The Board is monitoring the results closely.

The 2000 General Assembly passed legislation requiring the Board to establish a regular schedule for revising Standards of Learning, beginning with the history and social science Standards of Learning. The Board then set a policy requiring that a review of each subject area shall occur at least once every seven years. The reviews are conducted with input from teachers, school administrators, parents, and the public throughout the state.

In 2000, the Board approved new computer/technology Standards of Learning and revised Standards of Learning in foreign language and the fine arts. In 2001, the Standards of Learning in mathematics; history and social science; and health, physical education, and driver education

were revised. In 2002, the Standards of Learning in English were revised. The revised Standards of Learning in science are scheduled to be adopted by the Board of Education in January 2003. The Board intends to continue the Standards of Learning review and revision process to ensure that the learning standards are up-to-date and rigorous. In addition to the seminal role the Standards of Learning program will play in future initiatives to raise student achievement, the Board of Education will continue its efforts to involve educators, parents, and other citizens in the revision and updating of the standards.

Virginia must strive to ensure that all students receive the instruction and instructional support they need to achieve. This priority includes support for all students regardless of challenges they bring in terms of learning difficulties, differences, and challenges. We must support schools in meeting the needs of diverse learners, such as those eligible for special education, those who have limited English proficiency, and those with reading or other learning difficulties.

Strengthening Virginia's public schools by providing challenging academic standards for all students will continue to be the primary goal for the Board of Education.

Priority 2: We will enhance the foundation program and the quality standards for public education in Virginia.

The Board of Education's constitutional responsibility is "to determine and prescribe" the Standards of Quality for Virginia's school divisions. During the past several years, the Board has initiated and completed extensive revisions to the Standards of Accreditation and the Standards of Learning programs—each a critical component of the Standards of Quality requirements. It is now time to focus on revising the Standards of Quality document.

The Board is currently involved in an effort to conduct a comprehensive review of the Standards of Quality. During 2002, the Board of Education held public hearings across Virginia to receive public comment concerning revisions to the Standards of Quality. During this public engagement process, citizens and educators throughout Virginia stated their support for educational standards and voiced their concerns regarding inadequate funding and staffing levels for public education and the need for additional state assistance to school divisions.

In the future, the Board of Education will review and revise the Standards of Quality at periodic intervals to reaffirm the commonwealth's commitment to high education standards.

Priority 3: We will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers and administrators.

While high academic standards are important, standards alone do not raise student achievement. Teachers are the key. Test scores and rankings make headlines in the news, but quality teachers, principals, and other personnel are essential to Virginia's continuing improvement and critical to parental satisfaction with schools. We must make sure that there is a quality teacher in every classroom in the commonwealth.

Because of the critical need for high quality teachers and the increasing number of new teachers and essential personnel needed by Virginia's schools, our efforts must be focused on the training, recruitment, and retention of teachers and school administrators. We must also focus our resources on high-quality professional development linked to improving student learning. The Board's efforts must include the teachers and other staff included in the provisions of the Standards of Quality and the Standards of Accreditation, such as principals, assistant principals, librarians, guidance counselors, and other essential personnel.

Research shows that teacher quality is the most significant and consistent factor in student achievement. Likewise, principals and other school administrators must be supported, encouraged, and required to exhibit strong fiscal, managerial, and planning skills in addition to educational expertise. They must demonstrate leadership to assist teachers in creating the conditions in which students can learn most effectively.

During 2002, the Board of Education and the State Council of Higher Education for Virginia (SCHEV) initiated a detailed study of ways to enhance the training, recruitment, and retention of highly qualified teachers. The goal of the report of the Committee to Enhance the K-12 Teaching Profession in Virginia was to present a coherent, comprehensive blueprint to attract, develop, and retain skilled, talented, and diverse individuals who effectively advance learning for all students. The report includes a clear, strong case supporting the need for this comprehensive blueprint and consists of five recommendations. Included with each recommendation are strategies for implementation and expected outcomes. The full report, entitled *Stepping Up to the Plate: Virginia's Commitment to a Highly Qualified Teacher in Every Classroom*, may be viewed at www.pen.k12.va.us/VDOE/newvdoe/hq-teacher.pdf.

As an important outgrowth of the committee's efforts, the Virginia Department of Education received a major federal grant, which will provide an infusion of fiscal and other resources that will be instrumental in implementing the recommendations of the committee's study.

In addition, a committee of Virginia educators is crafting recommendations to the Board that will promote the development and retention of principals and other educational leaders who are committed to raising student achievement. Clearly, the findings and recommendations of the Leadership Study will help guide the actions of the Board of Education in the years to come.

The *No Child Left Behind Act* (NCLB) places major emphasis upon teacher quality as a factor in improving student achievement. The new requirement that there be a highly qualified teacher in every classroom by 2005 is an important backdrop for the Board of Education's priorities. In addition, federal legislation also focuses on preparing, training, and recruiting high-quality teachers

and principals and requires states to develop plans to meet annual, measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.

Priority 4: We will support accountability and continuous improvement in all schools.

Virginia's school accountability system helps to ensure that the state is meeting its responsibility for providing a high-quality education to students. Without such a solid accountability program, school improvement efforts can lose focus and momentum.

Beginning in 1996, the Board of Education worked closely with Department of Education staff members and a series of committees made up of teachers and other educators to develop a comprehensive assessment system to measure student achievement of the Standards of Learning. The assessments are administered to students at the end of grades 3, 5, and 8, and at the end of certain courses in high school. Accommodations are made for students with limited English ability and special needs to ensure that they will be able to participate in the assessment program to their fullest ability.

Schools that struggle with low performance have many challenges to meet, and providing them with adequate assistance will take creative partnerships and commitment to improvement. In response to the pressing needs of struggling schools, Governor Mark R. Warner initiated the Partnership for Achieving Successful Schools (PASS) program. This initiative was launched to give special attention and assistance to Virginia's at-risk schools. PASS has targeted more than 100 academically warned schools that, due to their struggles with the Standards of Learning tests, are to receive enhanced services from visiting academic review teams. Thirty-four of these schools have also been designated PASS Priority Schools; they will receive additional intervention and follow-up to track the progress made by students, teachers, and administrators. The Board of Education is pleased to support this important program, which is now well under way.

The Standards of Learning assessment program is the cornerstone of Virginia's system of accountability for the public schools and has enabled us to identify students who could benefit from intervention so that they do not fall behind their peers. The Board will continue its effort to fine-tune the program and to make it more flexible to meet the needs of public schools and students.

Priority 5: We will assist teachers to improve the reading skills of all students, especially those at the early grades.

If students can't read, they can't succeed. While Virginia's students have made significant progress, students can and must do better in reading because reading is the single most essential skill for children to learn in school. The Board of Education's goal is to raise substantially the percentage of children in elementary schools who attain sufficient reading skills to be successful in school and later in life.

The ability to read all types of texts, including literary, academic, and technical, is vital to success in every school subject. Educators who understand the components of reading instruction and use assessments to identify and correct problems will find it easier to achieve the goal of all students reading at grade level.

A number of policies and initiatives are in place at the state and local levels aimed at improving literacy and reading achievement statewide. State-level reading policy is embodied in the Standards of Quality, the Standards of Accreditation, and the Standards of Learning. A variety of other initiatives aimed at improving reading skills, especially in the early grades, address funding, instructional materials, instructional technology, professional development, and technical assistance.

Recognizing the vital importance of reading, the Board of Education's Committee to Implement the *No Child Left Behind Act* has initiated a comprehensive study of reading and reading instruction in Virginia's public schools. The recommendations will be instrumental in influencing policies such as new teacher licensure standards in reading, new content and performance standards in English Standards of Learning, and other instructional initiatives.

These initiatives and others yet to be developed will address the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, the Board will continue to focus on reading by supporting the need for teacher professional development in identifying reading difficulties, using a diagnostic approach to instruction, monitoring student skill and performance, and compiling research data.

Priority 6: We will provide leadership for implementing the provisions of the *No Child Left Behind Act* smoothly and with minimal disruption to local school divisions.

The *No Child Left Behind Act of 2001* (NCLB) amends the *Elementary and Secondary Education Act of 1965* (ESEA) by making significant changes in the major federal programs that support schools' efforts to educate the nation's students. NCLB is based on principles of increased flexibility and local control, stronger accountability for results, measurement of academic progress through assessment, expanded involvement and options for parents, and emphasis on effective teaching methods based on proven, scientifically based professional development strategies that have been shown to increase student academic achievement.

The NCLB Act has five performance goals to be met by every state, as follows:

- By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- By 2005-2006, all students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All students will graduate from high school by 2013-2014.

The new requirement for reporting student performance by groups of students will add new leverage to local efforts to improve results. There will be a lot of work ahead, but many of the provisions of the *No Child Left Behind Act* reinforce strategies already familiar to Virginia's educators who have focused on standards, steady improvement, assessment, and reporting results for several years. These and similar strategies were the foundation of the Board's strategic priorities for 1996-2002, and most of these initiatives are now woven into the fabric of day-to-day activities and on-going programs for Virginia's schools and educators.

Virginia's public schools have already started implementing the new law, and the Board of Education has maintained its focus on ensuring compliance at the state level. A priority for the Board of Education is to assist the state and the local divisions to implement the provisions successfully.

Timelines for Priorities 2003-2008

Priority 1: We will strengthen Virginia's public schools by providing challenging academic standards for all students.

Action	2003	2004	2005	2006	2007	2008
Review and revise the Standards of Learning:*						
Science	X					
Computer Technology			X			
Fine Arts				X		
Foreign Language					X	
Health, P.E., and Driver Education						X
History and Social Science						X
Mathematics						X
Ensure that career and technical education (CTE) courses are aligned with Standards of Learning and industry certifications	X	X	X	X	X	X
Provide leadership to school divisions to increase opportunities for middle and high school students to take CTE courses	X	X	X	X	X	X
Plan and implement professional development and technical assistance for instructional staff, working with professional education associations and teacher educators	X	X	X	X	X	X
Provide leadership for use of existing and emerging technologies to deliver services and provide information	X	X	X	X	X	X
Provide technical assistance related to Standards of Learning to school divisions in their operation of existing and expanded programs for at-risk students	X	X	X	X	X	X

*Note: English Standards of Learning, originally scheduled to be reviewed in 2004, were reviewed ahead of schedule in 2002.

Priority 2: We will enhance the foundation program and the quality standards for public education in Virginia.

Action	2003	2004	2005	2006	2007	2008
Continue on-going review of the Standards of Quality on a two-year cycle: solicit public comment and conduct public hearings; review issues with representatives of statewide professional organizations	X	X	X	X	X	X
Develop recommendations for changes in the Standards of Quality; prescribe revised Standards of Quality requirements to be submitted to Governor and General Assembly	X		X		X	
Prepare annual report on the condition and needs of public education and disseminate to Governor and General Assembly	X	X	X	X	X	X
Review and update the Board's <i>Six-Year Plan</i>		X		X		X
Eliminate or modify unnecessary Board of Education regulations [four-year periodic review as required by Executive Order Number 21 (02)]	X				X	

Priority 3: We will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers and administrators.

Action	2003	2004	2005	2006	2007	2008
Review and implement recommendations of the Committee to Enhance K-12 Teaching Profession	X	X	X			
Review and implement recommendations of the Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders	X	X	X			
Increase quantity of talented, highly qualified teachers by supporting and promoting the national board certification program	X	X	X	X	X	X
Comply with NCLB requirements for highly qualified paraprofessionals and teachers and for professional development of teachers	X	X	X	X	X	X

Priority 4: We will support accountability and continuous improvement in all schools.

Action	2003	2004	2005	2006	2007	2008
Support the academic review teams and receive periodic reports of team findings; determine and adopt policies changes to address recommendations in team reports	X	X	X	X	X	X
Identify and adopt strategies for closing the achievement gap between high- and low-performing students	X	X	X	X	X	X
Provide technical assistance on research-based instructional methods or strategies that will help improve the academic achievement in schools that are <i>Accredited with Warning</i> and <i>Provisionally Accredited/Needs Improvement</i> and identified as in need of improvement under the NCLB Act	X	X	X	X	X	X
Support the Governor's PASS program; receive quarterly reports from the external assistance teams; adopt policy changes based on assistance teams' analyses of persistent problem areas	X	X	X	X	X	X

Priority 5: We will assist teachers to improve the reading skills of all students, especially those at the early grades.

Action	2003	2004	2005	2006	2007	2008
Continue to develop the action plan for improving reading performance initiated by the Board's NCLB Committee	X					
Review the findings and recommendations of the NCLB reading study action plan; adopt plan of action to address recommendations	X					
Provide leadership for long-term reading improvement of children by supporting adult education and family literacy programs	X	X	X	X	X	X
Work closely with teacher preparation programs on pre-service programs for teachers to improve their skills in teaching reading	X	X	X	X	X	X

Priority 6: We will provide leadership for implementing the provisions of the No Child Left Behind Act smoothly and with minimal disruption to local divisions.

Action	2003	2004	2005	2006	2007	2008
Establish proficiency objectives for determining whether schools meet Adequate Yearly Progress (AYP); monitor progress	X	X	X	X	X	X
Produce Board and division annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB	X	X	X	X	X	X
Develop, field test, and administer new SOL tests annually in English (reading/language arts) and in mathematics for grades 4, 6, and 7	X	X	X	X	X	X
Continue Virginia's participation in NAEP program in reading and math for 4 th and 8 th grades	X	X	X	X	X	X
Assist school divisions to conduct annual assessment in English language proficiency for all limited English proficient (LEP) students	X	X	X	X	X	X
Support programs of technical assistance for schools identified as in the first and second year of school improvement; divisions with any such schools must spend a minimum of 20 percent of their Title I allocation on transportation for choice provisions and supplemental services	X	X	X	X	X	X
Develop procedures and disseminate via web site notice to parents and the public of any pending corrective actions	X	X	X	X	X	X
Approve and provide a list of supplemental service providers to local divisions	X	X	X	X	X	X
Develop, in conjunction with local divisions, professional development strategies that the local schools will use to help ensure the development of highly qualified teachers and paraprofessionals			X	X	X	X

Board of Education Agenda Item

Item: _____ O. _____

Date: _____ April 20-21, 2005 _____

Topic: Review and Update: Board of Education's *Six-Year Plan: 2003-2008*

Facilitator: Ms. Brenda Welburn, Executive Director,
National Association of State Boards of Education

Background Information: Ms. Brenda Welburn, the Chief Executive Officer of the National Association of State Boards of Education (NASBE) will assist the Board of Education in the deliberations in defining its revised priorities. Ms. Welburn has 30 years of experience in policy development and analysis in education and human service issues. Ms. Welburn's experience in working with state education leaders includes onsite training to state boards in the areas of boardsmanship, strategic planning, goal setting and searches for chief state school officers. Author of *The American Tapestry: Educating a Nation*, a guide to infusing multiculturalism in education, Ms. Welburn has given workshops and presentations around the country on a wide range of education policy issues in the United States.

Summary of Major Elements: The Board of Education is requested to consider and discuss its vision for revising and updating the priorities that are set forth in the *Six-Year Plan 2003-2008*. The current priorities are as follows:

Priority 1: The Board of Education will strengthen Virginia's public schools by providing challenging academic standards for all students.

Priority 2: The Board of Education will enhance the foundation program and the quality standards for public education in Virginia.

Priority 3: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers and administrators.

Priority 4: The Board of Education will support accountability and continuous improvement in all schools.

Priority 5: The Board of Education will assist teachers to improve the reading skills of all students, especially those at the early grades.

Priority 6: The Board of Education will provide leadership for implementing the provisions of the *No Child Left Behind Act* smoothly and with minimal disruption to local divisions.

Superintendent's Recommendation: N/A

Impact on Resources: N/A

Timetable for Further Review/Action: Following the Board of Education's discussion at the Planning Session, a draft of the Board of Education's revised Comprehensive Plan for 2005-2011 will be developed by Department of Education staff and presented for approval. Following approval of the draft, the Board of Education will determine the schedule for soliciting statewide input into the proposed priorities set forth in the draft plan. After that process is completed, the final draft of the plan will be presented for final adoption by the Board of Education. The specific timetable for this process is to be determined by the Board of Education.

Board of Education Agenda Item

Item: _____ P. _____

Date: _____ April 20-21, 2005 _____

Topic: Discussion of Topical Assignments for Study by the Board of Education's Advisory Committees, 2005

Presenter: Mrs. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone: 804/ 225-2403

E-mail: Anne.Wescott@doe.virginia.gov

☒ Topic presented for information only (no board action required)

☐ Board review required by

☐ State or federal law or regulation

☐ Board of Education regulation

☐ Other: Board of Education By-laws

☐ Action requested at this meeting

☐ Action requested at future meeting:

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action

date:

action:

Background Information: The Board of Education currently has a total of seven advisory committees (see list beginning on page 3) charged with making recommendations on various topics. The advisory committees fall into two groups in terms of their origins: 1) those established by action of the Board of Education and 2) those established by the Code of Virginia or by federal law.

The Board of Education's bylaws state that the "Board may direct the advisory committee to undertake studies or assignments on specific topics and to make recommendations related to specific issues as the Board president deems necessary and appropriate." (Bylaws of the Board of Education, Article Sixteen, Section 7, as amended October 2004)

Summary of Major Elements: Based upon the Board of Education's discussion of objectives for the comprehensive plan, the Board may wish to request its advisory committees to undertake studies or assignments related to the Board's priorities. The discussion at the planning session could help inform the work of the advisory committees throughout 2005 and beyond, and the Board of Education is asked to specify any special assignments that it may identify at this time.

In addition to the advisory committees, the Board of Education has established several standing or ad hoc committees. The Board may wish for its committees to undertake studies related to its priorities.

Superintendent's Recommendation: N/A

Impact on Resources: N/A

Timetable for Further Review/Action: Following the discussion by the Board of Education, Department of Education staff will communicate the assignments to the appropriate advisory committees. The various advisory committees will report their findings and recommendations when they submit their annual reports to the Board of Education or at another time as requested by the Board.

BOARD OF EDUCATION ADVISORY COMMITTEES

Virginia Advisory Committee on the Education of the Gifted

- Established by: Board of Education action in 1982
- Number of members: 24 members appointed by the Board of Education.
- Term: Three-year staggered terms. May be re-appointed to second three-year term
- Qualifications for membership: Shall be composed of persons concerned with the education of the gifted. Shall include representatives from higher education, parent groups, education associations, the General Assembly, business and industry, professional organizations, and administrators of local programs for gifted students. Shall be a minimum of four representatives from the parent and local administrator groups. Shall also include at-large members.
- Contact: Dr. Barbara McGonagill, specialist for Gifted Education/Governor's Schools

Virginia Special Education Advisory Committee

- Established by: Mandate in the Rules and Regulations for the Administration of Public Law 105-17, the Individuals with Disabilities Education Act (IDEA) 1997 and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*.
- Number of members: Number not specified. Appointed by the Board of Education
- Term: Three-year staggered term. May be re-appointed to second term.
- Qualifications for membership: The committee is composed of representatives of stakeholder groups as prescribed by IDEA, 1997. Current membership includes eight parents of children with disabilities, two individuals with disabilities, a teacher, a representative of institutions of higher education that prepare special education and related services personnel, a local superintendent, a local special education director, a representative of an organization concerned with transition services, a representative of other state agencies involved in the financing or delivery of related services to children with disabilities, and a representative of a correctional agency.
- Contact: Dr. Pat Abrams, director of Special Education Programs

Advisory Committee on Teacher Education and Licensure (ABTEL)

- Established by: Section 22.1-305.2, Code of Virginia
- Number of members: 19 members, most appointed by the Board of Education (see below)
- Term: Three-year staggered term. May be re-appointed to a second consecutive term.
- Qualifications for membership: As specified in Code of Virginia: Ten members shall be classroom teachers, with at least the following representation: three elementary school teachers, three middle school teachers, and three high school teachers. Three members shall be school administrators, one of whom shall be a school principal, one of whom shall be a division superintendent, and one of whom shall be a school personnel administrator. Two members shall be faculty members in teacher preparation programs in public or private institutions of higher education, who may represent the arts and sciences. One member shall be a member of a school board. One member shall be a member of a parent-teacher association. One member shall be a representative of the business community and one member shall be a citizen at large. The Superintendent of Public Instruction (or her designee) and the Director of the State Council of Higher Education (or her designee) and the Chancellor of the Virginia Community College System (or his designee) shall serve as nonvoting ex officio members of the Advisory Board.
- Contact: Dr. Thomas Elliott, assistant superintendent for Teacher Education and Professional Licensure

Advisory Committee on Adult Education and Literacy

- Established by: Board of Education action, June 2001.
- Number of members: 13, plus two committee co-chairmen. Appointed by the Board of Education
- Term: Three-year staggered terms. May be re-appointed to second term.
- Qualifications for membership: Representatives of groups that have an interest in adult education and literacy.
- Contact: Dr. Yvonne Thayer, director of Adult Education Programs

Advisory Commission for the Schools for the Deaf and Blind

- Established by: Section 22.1-346.1, Code of Virginia.
- Number of members: 12 members appointed by General Assembly.
- Term: Legislative members shall serve until the expiration of their terms of office or until their successors shall qualify. Citizen appointments shall be for terms of four years, except that appointments to fill vacancies shall be for the unexpired terms. No citizen member shall be eligible to serve for or during more than two successive four-year terms, but after the expiration of a term of three years or less, or after the expiration of the remainder of a term to which appointed to fill a vacancy, two additional four-year terms may be served by such member if appointed thereto.
- Qualifications for membership: All members are appointed by the General Assembly, to be appointed as follows: the Speaker of the House of Delegates shall appoint five members of the House of Delegates and three citizen members, and the Senate Committee on Privileges and Elections shall appoint three members of the Senate of Virginia and one citizen member. Of the three citizen members so appointed by the Speaker of the House of Delegates, one shall be a former student of either of the schools, one shall be a parent of a sensory impaired multi-disabled student who is currently attending or has attended the Virginia School for the Deaf, Blind and Multi-Disabled at Hampton, and one shall be a current member of the Board of Education. The citizen member to be appointed by the Senate Committee on Privileges and Elections shall be a former student of either of the schools or a parent of a student who is currently attending or has attended either of the schools.
- Contact: Dr. Karen Trump, director of State School Programs

Advisory Committee on Career and Technical Education

- Established by: Board of Education action, May 2003.
- Number of members: 13 members appointed by the Board of Education.
- Term: Three-year staggered term; may serve second term.
- Qualifications for membership: Shall reflect geographic areas of the state whenever possible; persons knowledgeable about and concerned with career and technical education.
- Contact: Ms. Elizabeth Russell, director of Career and Technical Education

Student Advisory Committee

- Number of members: 12.
- Term: One-year term; selected by the Board of Education using an application process.
- Qualifications for membership: Student members shall be selected by a committee of the Board appointed by the President. Such student membership shall consist of one high school student from each of the eight Superintendents Regions in the Commonwealth and four middle school students selected at-large from the Commonwealth.
- Contact: Ms. Michelle Parker, policy analyst

BOARD OF EDUCATION COMMITTEES

In addition to its advisory committees, the Board of Education has established the following as either standing or ad hoc committees:

- Committee on Standards of Quality
- Committee on Lowest-Performing School Divisions
- Special Committee on English as a Second Language
- Charter School Application Review Committee
- Special Committee of the Board of Education to Study and Make Recommendations Relative to Teacher Licensure Assessments